DOCUMENT RESUME

ED 092 007 HE 005 567

AUTHOR	Kupsch, Walter O., Ed.; Caillol, Maryse, Ed.
TITLE	The University and the Canadian North. Inventory of Classes, Research and Special Projects.
INSTITUTION	Association of Universities and Colleges of Canada, Ottawa (Ontario).
PUB DATE	73
NOTE	354p.
AVAILABLE FROM	Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada KIP 5N1 ($3.00)
EDRS PRICE	MF-$0.75 HC-$17.40 PLUS POSTAGE
DESCRIPTORS	*Courses; *Directories; Educational Programs; *Higher Education; *International Education; *Research; Surveys; Universities
IDENTIFIERS	*Canada

ABSTRACT

The original purpose of this study was to survey present programs of Canadian universities in education and research in the North to discover the needs of northern people that are not now being met, and to recommend desirable extensions of the programs in the future. The survey of present programs became a far greater task than was first planned and indeed took up all the time allocated for the total study. The survey is published here as an inventory of classes, research, and special projects listed under the 30 Canadian universities. An index to classes, research, and special projects is included, along with a list of university participants. (Author/PG)

THE UNIVERSITY AND THE CANADIAN NORTH

L'UNIVERSITE ET LE NORD CANADIEN

RECEIVED
APR 1 1974
NMSU
E.R.I.C.

Inventory of classes, research and special projects

Inventaire des cours, des recherches et des projets spéciaux

ED 092007

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Association of Universities & Colleges of Canada
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Walter O. Kupsch
Maryse Caillol

prepared for the
Association of
Universities and
Colleges of
Canada

dressé pour l'
Association des
Universités et
Collèges du
Canada

HE005 567

OTTAWA 1973

ED 092007

THE UNIVERSITY AND THE CANADIAN NORTH

L'UNIVERSITE ET LE NORD CANADIEN

Inventory of classes, research and special projects

Inventaire des cours, des recherches et des projets spéciaux

RECEIVED
APR 1 1974
E.R.I.C.

Walter O. Kupsch (Editor-rédacteur)
Maryse Caillol (compiler-compilatrice)

prepared for the
Association of
Universities and
Colleges of
Canada

dressé pour l'
Association des
Universités et
Collèges du
Canada

OTTAWA 1973

Copies may be obtained from the

Association of Universities and Colleges of Canada
151 Slater Street
Ottawa, Canada
K1P 5N1

Price: $3.00

On se procurera des exemplaires de ce manuel en s'adressant à

Association des Universités et Collèges du Canada
151, rue Slater
Ottawa, Canada
K1P 5N1

Prix: $3.00

© 1973 AUCC

TABLE OF CONTENTS/TABLE DES MATIERES

Page

Introduction and Acknowledgements i
Historical Review ii
Terms of Reference viii
Definitions xi
Procedures xix
Key to Classes and Research xxiii
Introduction et remerciements xxiv
Rappel historique xxvi
Mandat xxxiii
Definitions xxxvi
Façons de procéder xliii
Clé des cours et des recherches xlviii

1 University of Alberta

1.1 Special Projects 1
1.2 Classes 9
1.3 Research 11

2 Brandon University

2.1 Special Projects 17
2.2 Classes 21

2 The University of British Columbia

3.1 Special Projects 24
3.2 Classes 29
3.3 Research 30

4 The University of Calgary

4.1 Special Projects 36
4.2 Classes 40
4.3 Research 42

5 Carleton University

5.1 Special Projects 46
5.2 Classes 46
5.3 Research 46

6 University of Guelph

6.1 Special Projects 48
6.2 Classes 52
6.3 Research 52

7 Lakehead University

7.1 Special Projects 53
7.2 Classes 59
7.3 Research 60

8 Laurentian University of Sudbury/Université Laurentienne de Sudbury

8.1 Special Projects/Projets spéciaux 62
8.2 Classes/Cours 66
8.3 Research/Recherches 66

9 Université Laval

9.1 Projets spéciaux 67
9.2 Cours 77
9.3 Recherches 79

Page

10 The University of Lethbridge

10.1 Special Projects 87
10.2 Classes 89
10.3 Research 89

11 The University of Manitoba

11.1 Special Projects 90
11.2 Classes 110
11.3 Research 114

12 McGill University

12.1 Special Projects 127
12.2 Classes 132
12.3 Research 132

13 McMaster University

13.1 Special Projects 139
13.2 Classes 142
13.3 Research 143

14 Memorial University

14.1 Special Projects 146
14.2 Classes 150
14.3 Research 150

15 Université de Montréal, Loyola College

15.1 Projets spéciaux 154
15.2 Cours 160
15.3 Recherches 160

Loyola College

15a.1 Special Projects 164
15a.2 Classes 166

16 Université d'Ottawa/University of Ottawa, Université Saint Paul

16.1 Special Projects/Projets spéciaux 167
16.2 Classes/Cours 169
16.3 Research/Recherches 169

Université Saint-Paul/Saint Paul University

16a.1 Special Projects/Projets spéciaux 171
16a.2 Classes/Cours 172
16a.3 Research/Recherches 172

17 Université du Québec à Chicoutimi

17.1 Projets spéciaux 174
17.2 Cours 180
17.3 Recherches 180

18 Queen's University at Kingston

18.1 Special Projects 182
18.2 Classes 187
18.3 Research 187

Page

19 University of Saskatchewan (~~Regina~~ Saskatoon)

19.1 Special Projects ... 190
19.2 Classes ... 210
19.3 Research ... 213

University of Saskatchewan (~~Saskatoon~~ Regina)

19a.1 Special Projects ... 223
19a.2 Classes ... 226
19a.3 Research ... 226

20 Université de Sherbrooke

20.1 Projets spéciaux ... 227

21 Simon Fraser University

21.2 Classes ... 231
21.3 Research ... 231

22 University of Toronto

22.1 Special Projects ... 234
22.2 Classes ... 243
22.3 Research ... 244

23 Trent University

23.1 Special Projects ... 250
23.2 Classes ... 254
23.3 Research ... 255

24 University of Victoria (British Columbia)

24.2 Classes ... 256
24.3 Research ... 256

25 University of Waterloo

25.2 Classes ... 258
25.3 Research ... 259

26 Waterloo Lutheran University

26.2 Classes ... 262
26.3 Research ... 262

27 The University of Western Ontario

27.1 Special Projects ... 263
27.2 Classes ... 273
27.3 Research ... 273

28 University of Windsor

28.2 Classes ... 277

29 The University of Winnipeg

29.2 Classes ... 278
29.3 Research ... 278

30 York University

30.2 Classes ... 279
30.3 Research ... 279

Index to Classes, Research and Special Projects/Index des cours, des recherches et des projets spéciaux ... 281
Participants/Participants ... 287

INTRODUCTION AND ACKNOWLEDGEMENTS

The original aim of this study was to survey present programmes of Canadian universities in education and research in the North, in order to discover the needs of northern people that are not now being met, and to recommend desirable extensions of the programmes in the future. The survey of present programmes became a far greater task than was first planned and indeed took up all the time allocated for the total study. The survey is published here as an Inventory of classes, research, and special projects. It is hoped that further funding will make possible a second volume interpreting the information gathered and containing recommendations for future action arising from such an analysis.

The study on The University and the Canadian North is undertaken by the Association of Universities and Colleges of Canada (AUCC) under the direction of a three-man *ad hoc* committee composed of: Dr. J.W.T. Spinks, president, University of Saskatchewan, as chairman; Dr. W.O. Kupsch, director, and Professor R.G. Williamson, associate, of the Institute for Northern Studies located on the Saskatoon campus of the University of Saskatchewan, as members. The task of compiling the Inventory was assigned to Maryse Caillol of Saskatoon under the editorial guidance of Dr. Kupsch.

The Inventory was made possible through grants received by AUCC from The Ford Foundation and the Canada Department of Indian and Northern Affairs (DINA). The cooperation of a great number of individuals across the nation is also gratefully acknowledged. The names of persons who contributed through written submissions, oral interviews, or both are listed in the chapter entitled Participants. In addition, technical help was received from Professor William Barr, Department of Geography, University of Saskatchewan, Saskatoon, and from others connected with the Institute for Northern Studies of that university. The typing of forms, drafts, and the final report was done by Chris Boire and Mary-Ann Wiest. To all these persons the compiler and editor are much indebted.

HISTORICAL REVIEW

Interest in the interaction between Canadian universities and the North in the research field dates back to at least 1967 when the First National Northern Research Conference, called by DINA, provided an overview of the work in the universities at that time.[1] Work by individuals and teams of researchers from Canadian universities in the northern parts of the provinces or in the Yukon and Northwest Territories can be traced as far back as the time when these various institutions were founded. After the Second World War, and particularly in the late 1950s and the early 1960s, several university-based northern research institutes, centres, or other more loosely organized groups emerged. The universities with an interest in the field of northern research met again in 1968,[2] 1969,[3] and 1971.[4] The Arctic Institute of North America (AINA) also provided a summary of research in the arctic regions of this continent in which, besides work by other agencies, that of the Canadian universities and colleges in the northern part of Canada is listed.[5]

In education, as separate from research, some efforts by Canadian universities to bring post-secondary teaching to the remote northern parts of the country started with extension departments sending out correspondence courses and with the offering on campus of such classes as the geography of northern lands or the anthropology of the North American indigenous peoples. In September 1970, a meeting organized by the "Man in the North" group of AINA brought together several persons who had already earlier expressed an interest in the concept of post-secondary education in the North of Canada through some new form of organization focused there, rather than through satellite operations from one of the existing universities or colleges. Among those present at this meeting was a representative from the Northern Education Committee of the University of Western Ontario who pointed out that his group had done considerable work on post-secondary education for Canada's North. Intellectually this group owed some debt to Jim Lotz and the ideas expressed in his book.[6] Organizationally and financially the indebtedness was to the Mid-Canada Development Foundation, which later sponsored a conference on the "University of Canada North" (UCANORTH).

---

[1] Kupsch, W.O. (Ed.), 1968, Proceedings of the First National Northern Research Conference held in Saskatoon, October 30 and 31, 1967: Saskatoon, University of Saskatchewan, Institute for Northern Studies, 125 p.

[2] Bond, J. Jameson, 1969, Proceedings of the Second National Northern Research Conference held in Whitehorse, Yukon, August 26 and 27, 1968: Edmonton, University of Alberta, Boreal Institute, 102 p.

[3] Hamelin, L-E. and A. Cailleux (Eds.), 1970, Third National Northern Research Conference, Poste-de-la-Baleine, Nouveau Québec: Québec, Université Laval, Centre d'Etudes Nordiques, 159 p.

[4] Proceedings not yet available.

[5] Murphy, H.T. (Ed.), Northern Research Survey: Montreal, Arctic Institute of North America (a periodical review first issued in 1970).

The AUCC became involved with future planning toward some form of post-secondary education when it held a commission on The University and the Canadian North at its 1970 annual meeting in Winnipeg.

It was agreed that, in planning the economic development of the North, the Canadian government must regard the welfare of the native peoples as the most important guideline. The commission stated that success of economic development of the North depends on education and that the curriculum of educational services in the North must be based on an accommodation with Indian and Eskimo culture. The strengths of these peoples in their own land must be developed, not submerged.

The commission also emphasized that the ignorance of the North by Canadians in the rest of the country must be reduced. It was agreed that the universities are an important resource in the development of the North. The technical knowledge and professional competence of a number of disciplines is available to assist the government in establishing priorities and the means of economic development. The research and teaching facilities are a means of stimulating interest in the North.

---

[6] Lotz, Jim, 1970, Northern Realities - the future of northern development in Canada: Toronto, New Press, 307 p.

A resolution was passed requesting the AUCC to investigate the holding of a conference dealing with the northern society and its education, before the summer of 1971, involving various universities and interested groups, as well as the local people.

The AUCC board received a report from a planning group, consisting of representatives from interested universities, the federal government and the NWT Council, on plans for a conference. This group specified that the conference would not be called with the idea of establishing any kind of university in the North at this time, or for some years to come. A planning committee met at Rankin Inlet in July 1971, to continue preparations for the conference.

Such a conference was never held for two main reasons. First, it proved impossible to raise the required funds within the short time available. Second, during the period of time allotted for fund-raising, the conference was made redundant by a conference sponsored by UCANORTH.

The University of Canada North was incorporated in January 1971, with a 31-member board of directors made up of an equal number of citizens from the Yukon and from the NWT, plus Richard Rohmer (chairman of the Mid-Canada Development Foundation) as chairman.

The two-day conference was held at Inuvik in November 1971, "to examine the concept and long-range development" of a university in the North.

From reports on the UCANORTH Inuvik conference by W.J. Waines (AUCC) and R.G. Williamson (University of Saskatchewan), augmented by a feature article in the Financial Post of December 4, 1971 by Arnold Edinborough, the following highlights of the conference are provided:

1. There was a strong demand by the indigenous people for involvement in the planning and operation of any kind of institution of post-secondary education, as there is already for other types of schooling. Also the demand was made that native culture and history be fully recognized through the granting of academic credit for such courses given in the university context. Moreover, these subjects should be taught by native people themselves with the instruction taking place in the appropriate native language. Research in the human sciences should be undertaken only with the full knowledge, cooperation, and involvement of the people subjected to the research. Codes of ethics for conducting this kind of research are in need of more general acceptance. Research in the physical and biological sciences should respect property rights as in other parts of the country.

2. There was no consensus as to the form the institution of post-secondary learning might take in the North. A "university" of the traditional type was regarded by most of those present as inappropriate or premature for the North. The models of such universities in other northern parts of the world (those of Alaska at Fairbanks, of Norway at Tromso, of Sweden at Umea, provided examples) were rejected on account of the vast geographic, demographic, and cultural differences between the Canadian North and other northern regions. Other forms of post-secondary education were therefore discussed: junior colleges, vocational schools, technical institutes, teacher training colleges, continuing education for adults, research councils,

training centres for professions such as geology, engineering, mining, or forestry, and rather unstructured folk schools. The model provided by the Navajo Community College, Many Farms, Arizona, was accepted by several delegates as more appropriate to the educational needs of the indigenous people in the North than the traditional university. But a curriculum of the traditional type is also wanted for those students who later desire to enter the southern university stream. Programmes sponsored by southern-based universities in the North are the first to suffer and to be discontinued when these universities come under financial or political stress. A large measure of independence is therefore seen as essential for survival, but at the same time doubts were expressed as to the quality of education that can be provided under these circumstances.

3. There are significant differences between the Yukon and the NWT which have a bearing on the kind of institution contemplated. About 19 per cent of the population of the Yukon are Indians; about 50 per cent of the population of the NWT are Indians and Eskimos. Thus a university of the traditional kind appealed more strongly to the Yukon delegates than to the NWT delegates. In fact, there was a hint that, if necessary, the Yukon (with 250,000 square miles and a population of 21,000) might go ahead without the NWT (with 1.3 million square miles, one-third of the whole area of Canada, and with a population of 39,000). The insistence for the inclusion of native culture in any programme came primarily from the NWT.

4. The financing of an institution would present great difficulties. Neither foundations nor business can be of much help financially and principal reliance must be placed on public funds. The foundations of today are inclined to focus on specific projects

rather than on the support of large, broad-spectrum enterprises such as universities. The requirement by industry for university graduates is relatively small in contrast to a need for technologically-skilled people. This factor sets one limit on the degree to which industry might be expected to contribute financially to post-secondary education. Moreover, representatives from industry could not foresee a substantial rise above their present level of giving. Public funding will likewise be difficult to obtain. The education budget of the NWT is now $30 million per year out of a total budget of $90 million. In addition, there are other large amounts of direct federal spending.

5. The Council of the NWT will have before it a proposal to mount an independent study of elementary and secondary education in the NWT. The delegates at the conference approved a motion asking that post-secondary education be included in the study.

6. A possible outcome of the demand for increased opportunities in the field of higher education might be a junior college in the Yukon (most likely in Whitehorse), a physical and biological research council based in Yellowknife with satellite operations in Inuvik and elsewhere, and an Institute for Native Studies consisting of several small units scattered over the NWT.

7. Delegates were at pains to point out that any plans should not put the generous student support plans of the Yukon and the NWT in jeopardy. Details of these and other support plans for Canadian students need not be discussed here as they have been made the subject of another AUCC publication.[7]

---

[7] d'Auray, Guy P., and Larose, Gail (Eds.), n.d., Public financial support to students in Canadian universities and colleges: Ottawa, Association of Universities and Colleges of Canada, 48 p.

Although the Inuvik conference elected a new 31-member board, of whom 13 are of native extraction, this board has never met because UCANORTH funds were depleted by the conference. There has therefore been no follow-up to the Inuvik conference. What became evident through that conference, however, was that yet another conference by AUCC would be of little benefit. Instead it was suggested that AUCC proceed with the planning of a detailed study of what Canadian universities are doing in teaching, research, and public service in the North and what they might be able and prepared to do in addition. This investigation should also include university activities in the provinces as well as in the Yukon and NWT and if possible should take a look at community colleges with respect to native peoples. In January 1972, the board of directors of AUCC approved the mounting of this study of the programmes in Canadian universities involving education, research, and public service in the North.

The above Historical Review contains the background essential for a full understanding of the survey or inventory of classes and research with northern content that is the subject of the present volume.

TERMS OF REFERENCE

Preamble

At a time when the future of education of the northern people is undergoing study, it appears that a significant contribution could be made to the discussion by an in-depth study of the role of the Canadian universities in education and in the related areas of research and public service. Such a study must include a comprehensive survey of present Canadian university programmes in these areas, an assessment of them in relation to the needs of the northern people and the identification of gaps in the present programmes. This study would provide guides to institutions who wish to consider expansion of their programmes and should also be helpful to educational authorities in planning their programmes.

In this context the North is defined as including the Northwest Territories, the Yukon Territory and the northern portions of the provinces of British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec and Newfoundland, all of which have indigenous people in their northern regions.

The report of the study will be made available to the Department of Indian and Northern Affairs, the provincial and territorial governments, Canadian universities, and other interested parties.

Terms of Reference

To study and report on the present programmes of Canadian universities in education, research and public service in the North, on the needs of northern people that are not now being met, and on desirable extensions of the programmes in the future.

Without restricting the generality of the foregoing, attention should be paid to:

1. Education and training:

a) the institutional structure or organization of educational activities for northern people;

b) the sectors of the communities (i.e. native or other) to which educational activities are directed;

c) the subjects or areas taught, by what methods and by whom, including native languages, history and cultures, teacher training, etc.;

d) the programmes offered within the institutions as well as those offered by extension;

e) the involvement of native people as students and teachers;

f) the inclusion of programmes of instruction for adults as well as young people.

2. Research in the North and related to the North completed and in progress:

a) the specific areas of research in the human sciences including art and languages;

b) the specific areas of research in the physical and life sciences;

c) the specific areas of research in curriculum, teaching methods, teacher training, and school administration for northern people;

d) the specific areas of research in health and social services relevant to the North.

3. Public service provided by universities and university personnel:

This refers to health and social welfare in particular and may be allied to research in these areas. This may be important as universities come to be regarded more and more as public service institutions.

It should be noted that the AUCC also commissioned a study on Canadian Studies at approximately the same time as the study on the university and the north. *The Commission on Canadian Studies* is to study, report, and make recommendations on the state of teaching and research in the various fields of study relating to Canada at Canadian universities. It, too, is looking at the number and content of courses; the location, nature, and fuction of programmes and institutes; the opportunities and support for research.

The University and the Canadian North study commenced in May 1972. Criticism of the aims, purposes, and intended procedures was not long in forthcoming, even before the task of compiling the *Inventory* got underway. It was believed by some that there "... are just a handful of universities across the country with any significant programme of activities having to do with the North" (J. Jameson Bond, in litt., 7-2-72). This is mentioned here because the *ad hoc* committee itself felt that this could well turn out to be true and that, in other words, there would not be much to study on the subject. That prior-held notion was soon to be dispelled once investigations got underway.

DEFINITIONS

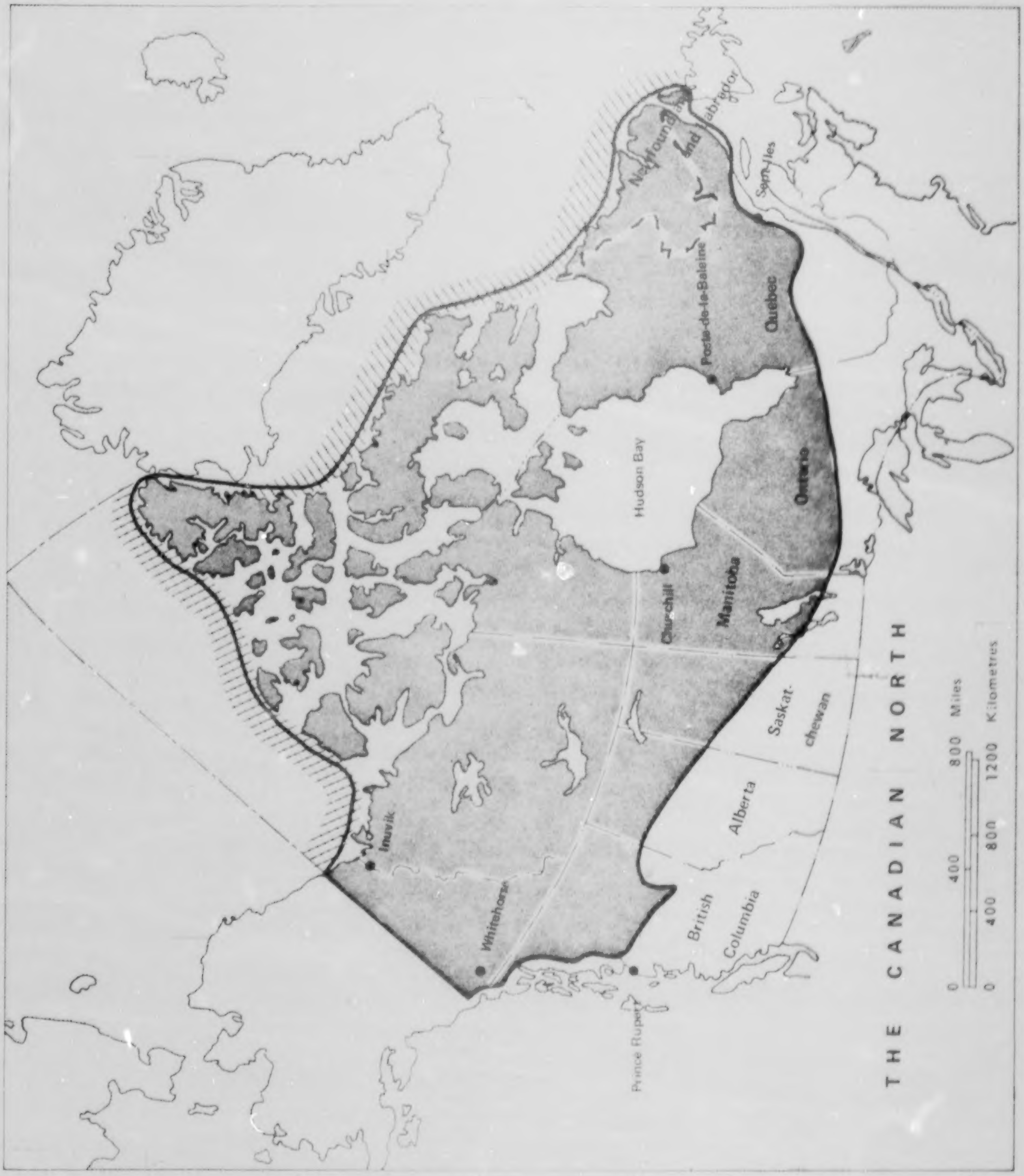
It was decided early in the study to use the definition of "North" as given by Professor Louis-Edmond Hamelin[8]. The boundaries of the "North" are best shown on a map (Figure 1).

It was also discovered, when working with the material submitted to us, that a highly flexible interpretation had to be given to any boundary. Some programmes on, let us say, the Cree language, although originating and being presented south of the southern limit of the North, nevertheless may be of great interest to the people living in northern Canada. It was found to be difficult, if not impossible, to make distinctions between "Native studies," "Canadian studies," and "Northern studies" with any semblance of consistency. Rather than being too restrictive we opted for the inclusion of all material having some connection with or relevance to the North and its inhabitants.

---

[8] Adapted from a map by Louis-Edmond Hamelin entitled "L'espace Nordique du Canada". M. Hamelin was Director of the Centre d'études nordiques, Université Laval.

FIGURE 1


Newfoundland
and Labrador
Sept-Iles
Poste-de-la-Baleine
Quebec
Hudson Bay
Ontario
Churchill
Manitoba
Saskat-
chewan
Alberta
British
Columbia
Inuvik
Whitehorse
Prince Rupert
0
400
800
Miles
0
400
800
1200
Kilometres

THE CANADIAN NORTH

Adapted from a map by Louis-Edmond Hamelin, Centre d'Etudes Nordiques, Université Laval

As the Inuvik conference had clearly shown that any attempt at defining "university" would be fruitless, we applied the study not to a chimera but confined it to those well established institutions that are members of AUCC. We fully realize that in doing so we eliminated some independent, largely experimental, educational institutions, such as, for instance, Frontier College or the Tree of Peace movement, which could provide important clues to the direction future post-secondary education might take in the North. But, to enlarge an already oversized Inventory still further by the inclusion of programmes emanating from non-members of AUCC loomed as too much of a mountain of work before us. This decision not to include any programmes other than those of AUCC members caused the emendation of one of the earlier drafts of the Terms of Reference, in which institutions other than universities and colleges were mentioned, to the present more limited scope. Those members of AUCC that participated and those that were contacted but did not participate are shown in Table 1.

Decisions also had to be taken on which classes to include in the survey and which to omit. We divided academic classes (also, incidentally, research projects) into disciplinary categories (Table 2). In each of the disciplines those classes were held to be relevant to the North that were known or suspected to have a substantial portion of northern material in them or which could possibly be of some other interest to the people living in the North (such as a class in an indigenous language, for instance). Classes were also informally divided into those offered on campus and those given off-campus. In the latter category all classes were listed including those of traditional academic courses without any northern content and whether they were presented in person by an instructor or offered through correspondence, radio, television, or other electronic means. Finally, classes were divided, again informally, into those having a traditional academic or "European" content, and those that, although

TABLE 1

UNIVERSITIES AND COLLEGES

*not visited
( ) not participating

(Acadia)
1. Alberta
2. Brandon*
(Brescia College)
3. British Columbia
4. Calgary
5. Carleton
(Dalhousie)
6. Guelph*
(Huron College)
(King's College)
7. Lakehead*
8. Laurentian*
9. Laval
10. Lethbridge*
11. Manitoba
12. McGill
13. McMaster
14. Memorial*
15. Montreal
Loyola
(Mount Allison)
(Mount Saint Vincent)
(Notre Dame)
16. Ottawa
Saint Paul
(Prince Edward Island)
17. Québec à Chicoutimi
(Québec à Montreal)
(Québec à Rimouski)
18. Queen's
(Saint Francis Xavier)
(Saint Mary's)
(Saint Michael's College)
19. Saskatchewan
Regina*
Saskatoon
20. Sherbrooke
21. Simon Fraser
(Sir George Williams)
22. Toronto
23. Trent
(Trinity College)
24. Victoria
25. Waterloo
26. Waterloo Lutheran*
27. Western Ontario
28. Windsor*
29. Winnipeg
30. York*

they may cover the same academic ground (for instance, history), have an "Amerindian" content.

Although the present chapter is headed *Definitions* we will again decline to give here a definition of such a complex concept as "research". We cannot, however, so easily abrogate our responsibility to inform the user of the *Inventory* as to which kinds of research and other scholarly activities we included in our survey and which we omitted. When we started the survey we regarded those researches and scholarly activities as appropriate to our listing which dealt with either the northern human environment or with the interaction between that and the physical-biological environments, with particular emphasis on the disciplines listed in Table 2. In other words, we were prepared to admit any projects dealing with people, either directly or indirectly, and to close the door to any dealing only with the non-human world. Therefore, those projects confined to, or substantially dealing with, the physical or the biological environment were held to be outside the scope of the survey — which we regard as relating to the activities of the universities in Canada with respect to the people living in the North. In part this reasoning was based on the realization that a most exhaustive survey of all research dealing with the North, or being conducted there, is provided in the publication issued by the Arctic Institute of North America to which reference has already been made (see footnote 5).

As with our definition of the North, we found that battle lines between research projects "in" and "out" were hard to draw. Some projects with titles suggesting a concern only for the biological or physical environment, on closer inspection would reveal some considerable human element. In some, this element existed only in small measure but it was there nevertheless. The International Biological Program (IBP) serves to illustrate the difficulties we encountered with too rigid a definition and too little information gleaned from sometimes misleading titles.

TABLE 2

DISCIPLINES

---

1. Agriculture
2. Anthropology
3. Archaeology
4. Architecture
5. Art
6. Biology
7. Commerce and Economics
8. Communications
9. Community Planning
10. Education
11. Engineering
12. Environmental Studies
13. Geography
14. Geology
15. Health Sciences
16. History
17. Household Science
18. Inter- and Multidisciplinary Studies
19. Law
20. Linguistics
21. Literature
22. Music
23. Political Science and Administration
24. Psychology
25. Religious Studies
26. Social Welfare
27. Sociology
28. Wildlife Management

Some of the facets of IBP, such as those dealing with human adaptability, were regarded as within our purview; others, such as lichen studies on Devon Island, were not.

Besides classes and research (including all scholarly studies) we recognized one other category of university activity in or for the North, which we called "special projects" by want of any better term. The difficulties encountered in an attempt to classify special projects were so great that these attempts were abandoned and we used the category for any activity that could not be regarded as either an academic course or a research project. Some special projects describe the actions (in some cases, perhaps, no more than the dreams) of individuals. Others record undertakings of one university department. Most often, though, they tell the story of success and failure of multi- and interdisciplinary groups having an interest in the North or in the indigenous people of Canada. A not inconsiderable, and growing, number involve people of Indian and Eskimo ancestry directly. Some are designed exclusively for them. Special projects then appear to arise from the activities of individuals, from institutions only marginally concerned with northern Canada.

Early in *The University and the Canadian North* the question arose as to whom the study should be directed. Obviously, a large part of the audience would be composed of the participants who at several times during the investigation had expressed their legitimate desire to hear more about that to which they had contributed. Moreover, the participants also held the common view that some effective way should be found to inform individuals about the activities of others working on northern problems, thus opening at least the possibilities for closer cooperation. Another part of the audience would be the governments of the provinces with northern regions, the Yukon, the NWT, and the federal government. To these we should like to add those inhabitants of the

North and other interested Canadians who find, for whatever reason, that the governments cannot or do not represent their views.

Some tasks imposed on us by the Terms of Reference were for various reasons not undertaken. We found that meaningful statistics on the involvement of native people as students and teachers were so difficult to obtain that their pursuit would have taken us still farther outside the already extended time frame imposed on our study. Also, we looked into the matter of finances only with respect to the existing programmes offered to students from the North by their governments but we did not report on this because the subject is already covered elsewhere (see footnote 7). Other financial matters, even though the Inuvik conference had shown that there will be the severest of restraints, were not considered.

Some may regard our omission of any attempts at an evaluation of the quality of education offered or research undertaken as our greatest sin. We regarded this formidable task, however, as one belonging to the proposed second part of The University and the Canadian North, to be undertaken if funding is available.

Some other tasks were not so much omitted as disguised, by combining them with others. We were asked to investigate in the area of public service, those activities emanating from universities that are wholly or substantially concerned with the North and the health and welfare of its people. We found that many of these activities are closely allied to the areas of education, research, and scholarly studies. Thus they were recorded together with other ventures in these categories. In the general field of public and social service, several universities actively participate in health programmes in connection with their training or research programmes in medicine, dentistry, or social work either in the North, or in the South for the people from the North.

PROCEDURES

The data acquisition phase of the Inventory can be said to have begun with the collection of material submitted by universities in response to a letter written by Dr. Spinks at the request of the AUCC board when it was considering a conference. In May 1972, Maryse Caillol started to add to this information in several ways. First a library search for material such as university calendars and research résumés was undertaken at AUCC in Ottawa and at the Institute for Northern Studies in Saskatoon. A letter requesting information was sent to more than 80 addresses and concurrently a list of participants was built up, which would require continuous amendments and four total reconstructions during the course of the study. The letter requesting information was long and contained all pertinent information about the study including the Terms of Reference. It was sent to those universities and persons known to the compiler to have an active interest in northern teaching and research and in post-secondary education in general. A shorter letter, merely calling attention to the study, was sent to other universities and colleges whose interests were expected to cover the North only peripherally.

In this manner, through either the long or the short letter, all member organizations of AUCC were invited to participate. Several of the institutions shown in Table 1 as not participating nevertheless expressed some interest in the study. The letters sent were composed in either English or French depending on the dominant language in use at the university being contacted. It was decided that the answers given to our questions would also be given untranslated to the reader of the present study. The Inventory therefore is a bilingual document in the listing of special projects, classes, and research, with the introductory text published in both languages.

For each participating university a file or dossier was built up which at first was made as complete as possible through library research and the answers received to the letter of request. Early in the study we believed that one principal contact person would suffice in each university to obtain all relevant material for us. This, however, proved to be wrong as it yielded insufficient material. The enormous complexity of large universities makes it well-nigh impossible for one person to be familiar with all northern-related activities outside the sphere of his own particular discipline. Only a few universities could in 1972 provide us with summaries or titles of all research activities at their institution. We understand that this situation is undergoing rapid change and future studies may encounter less difficulty with finding out what research is in progress. Not even all universities with centres or institutes dealing with the North could readily produce a résumé of all northern classes and research at that university. All too often we found that the administrative personnel of the northern groupings were aware only of what was going on directly around them but ignorant of the other work and interests on the same campus. It appears from our study that closer cooperation within one institution needs to be achieved before such activities are carried into a wider orbit. The disappointing response we received to a letter sent to those participants from whom we had assembled some data, with the request that they verify the contents of our dossier, suggest that the process of vetting was regarded as such an enormous task that it was not performed. The information asked for should, however, have been readily available to the administrators involved and should have been easy to retrieve.

Data acquisition was also accomplished by oral interviews of which about 120 were held person-to-person and an additional 40 by telephone. In view of the lack of response to the request for verification of information already obtained in writing, personal contact became essential. Maryse Caillol thus visited 23 out of the 35 participating institutions (counting her home base of Saskatoon - Table 1). She went on four separate tours: ten days to visit universities in Alberta and British Columbia; three days to visit Winnipeg; ten days to visit Ontario; ten days to visit Québec.

Even though pains were taken to achieve homogeneous and high quality data, the compiler and the editor realize that they fell far short of the goal they set themselves. Even in the data for classes there are omissions and mistakes. One would expect university calendars to provide complete listings of all classes given by the institution. Regrettably, this is far from the case. Non-credit courses, correspondence courses, occasional lectures and adult education from extension divisions or departments are not commonly recorded in university calendars. As already alluded to above, the picture for research activities is even more bewildering.

What the Inventory portrays therefore is a very uneven picture. Moreover it is a picture which did not exist as such at any one point in time. Classes are dropped, research abandoned or started without adequate information about vital changes being made to those charged with keeping records, if indeed such persons or agencies exist. University personnel comprise a particularly mobile lot. We may therefore have listed classes that are no longer given, failed to mention new and interesting ventures in education, provided information about aborted research, or recorded professors as attached to one university while they may in fact be working elsewhere, be retired, or be deceased. With all the precautions taken to eliminate such mistakes the sheer size of the undertaking prevented us from reaching perfection.

For the phase of data handling which followed the data acquisition (or, rather, ran concurrent with it) we devised some suitable forms for the records. The forms, like other material, were drawn up in both English and French and used according to the dominant language of instruction in the university. On these forms the information was entered as shown on page xxiii, which provides a key to reading the entries made in the listing of classes and research for each participating university. The information acquired on special projects was not amenable to the form of processing devised for classes and research. It was therefore decided to render this information more or less as submitted to us with the minimum of editing. It is our understanding that none of this material was copyrighted.

In the listings that follow, the participating universities are arranged in alphabetical order. The keywords are those used to draw up the Index. Classes and research projects have been numbered consecutively throughout the Inventory to facilitate indexing.

KEY TO CLASSES AND RESEARCH

CLASSES

1. Title
2. Description
   (a) Abstract
   (b) Credit — Class
   Semester — Enrolment limit
   Prerequisites
   Remarks
3. Instructor(s) and date
4. Place
5. University
6. College, Institute, School, etc.
7. Department
8. Discipline
9. Keywords

RESEARCH

1. Title
2. Description
   (a) Abstract
   (b) Funds
   (c) Remarks
3. Investigator(s) and date
4. Place
5. University
6. College, Institute, School, etc.
7. Department
8. Discipline
9. Keywords

INTRODUCTION ET REMERCIEMENTS

Le but premier de la présente étude était de faire le relevé des programmes actuels des universités canadiennes en matière d'éducation et de recherche dans le Nord afin de découvrir les besoins des gens du Nord qui ne sont pas satisfaits actuellement et de faire des recommandations relativement à la prolongation souhaitable des programmes à l'avenir. Le relevé des programmes actuels s'est avéré une tâche beaucoup plus considérable que ce qui avait été prévu d'abord et a, en fait, pris tout le temps alloué à toute l'étude. Le relevé est publié ici à titre d'Inventaire des cours, des recherches et des projets spéciaux. On espère obtenir ultérieurement une subvention qui permettra de rédiger un deuxième volume interprétant les renseignements recueillis et contenant des recommandations sur les mesures futures découlant de cette analyse.

L'étude sur L'Université et le Nord canadien a été effectuée par l'Association des Universités et Collèges du Canada (AUCC) sous la direction d'un comité tripartite spécial composé de M. J.W.T. Spinks, Président, University of Saskatchewan comme Président, de M. W.O. Kupsch, Directeur, et du professeur R.G. Williamson, Assistant, de l'Institute for Northern Studies situé dans le campus de Saskatoon, University of Saskatchewan, comme membres. La tâche de compiler les renseignements contenus dans l'Inventaire a été confiée à Maryse Caillol de Saskatoon sous les conseils rédactionnels de M. Kupsch.

L'Inventaire a été rendu possible grâce à des subventions que l'AUCC a reçues de la Ford Foundation et du ministère des Affaires indiennes et du Nord (AIN). La collaboration d'un grand nombre de personnes partout au Canada a aussi été d'un précieux secours. Les noms des personnes qui ont apporté leur contribution sous forme de mémoires, d'entrevues ou de ces deux façons sont énumérés dans le chapitre intitulé Participants. En outre, le professeur William Barr, Département de géographie, University of Saskatchewan, Saskatoon et d'autres personnes attachées à l'Institute for Northern Studies de cette Université ont apporté de l'aide technique.

La dactylographie des formules, des brouillons et du rapport définitif a été faite par Chris Boire et Mary-Ann Wiest. A toutes ces personnes la compilatrice et le rédacteur sont beaucoup redevables.

RAPPEL HISTORIQUE

L'intérêt porté aux rapports réciproques entre les universités canadiennes et le Nord dans le domaine de la recherche remonte au moins à 1967 au moment où la Première Conférence nordique canadienne, convoquée par le ministère des Affaires indiennes et du Nord, a donné un aperçu général du travail fait dans les universités à ce moment-là.[1] Le travail d'individus et d'équipes de chercheurs des universités canadiennes dans les parties nordiques des provinces ou au Yukon et dans les Territoires du Nord-Ouest remonte aux débuts de ces divers établissements. Après la Seconde Guerre Mondiale et particulièrement à la fin des années 50 et au début des années 60, plusieurs instituts, et centres universitaires de recherche nordique ou d'autres groupements universitaires moins structurés ont vu le jour. Les universités qui s'intéressaient au domaine de la recherche nordique se sont réunies de nouveau en 1968,[2] 1969[3] et 1971.[4] L'Arctic Institute of North America (AINA) a aussi présenté un résumé des recherches effectuées dans les régions arctiques de notre continent dans lequel, en plus du travail fait par d'autres organismes, figure celui des universités et des collèges du Canada dans la partie nordique du Canada.[5]

---

[1] Kupsch, W.O. (Réd.), 1968, Compte rendu de la Première Conférence nordique canadienne tenue à Saskatoon, les 30 et 31 octobre 1967: Saskatoon, University of Saskatchewan, Institute for Northern Studies, 125 p.

[2] Bond, J. Jameson, 1969, Compte rendu de la Deuxième Conférence nordique canadienne tenue à Whitehorse, Yukon, les 26 et 27 août 1968: Edmonton, University of Alberta, Boreal Institute, 102 p.

[3] Hamelin, L-E. et A. Cailleux (Réd.), 1970, Troisième Conférence nordique canadienne, Poste-de-la-Baleine, Nouveau Québec: Québec, Université Laval, Centre d'Etudes Nordiques, 159 p.

[4] Le Compte rendu n'est pas encore publié.

[5] Murphy, H.T. (Réd.), Northern Research Survey: Montréal, Arctic Institute of North America (périodique paru pour la première fois en 1970).

C

Dans le domaine de l'éducation en tant qu'il est distinct de celui de la recherche, certains efforts faits par des universités canadiennes pour amener l'enseignement post-secondaire dans les parties éloignées du Nord du pays ont commencé lorsque des services d'éducation permanente ont envoyé des cours par correspondance et ont offert dans leur campus des cours comme ceux en géographie des terres nordiques ou en anthropologie des peuples indigènes de l'Amérique du Nord. En septembre 1970, une réunion organisée par le groupement "Man in the North" de l'AINA a réuni plusieurs personnes qui avaient déjà exprimé leur intérêt dans l'idée des études post-secondaires dans le Nord du Canada au moyen d'une nouvelle forme d'organisation qui y serait centralisée plutôt que par une administration satellite faite par une des universités ou un des collèges existants. Parmi les participants à cette réunion on comptait un représentant du Northern Education Committee de l'University of Western Ontario qui a signalé que son groupe avait fait un travail considérable sur les études post-secondaires pour le Nord du Canada. Ce groupe était redevable à Jim Lotz et aux idées exprimées dans son livre.[6] Au point de vue de l'organisation et des finances, ce groupe était redevable à la Mid-Canada Development Foundation qui a parrainé par la suite une conférence sur le sujet suivant: "University of Canada North" (UCANORTH).

L'AUCC a commencé à participer à la planification future d'une certaine forme d'études post-secondaires quand elle a tenu une Commission sur L'université et le Nord canadien à son assemblée annuelle de 1970 à Winnipeg.

Il a été reconnu qu'en planifiant le développement économique du Nord, le gouvernement canadien devrait considérer le bien-être des autochtones comme la ligne directrice la plus importante. La Commission a constaté que le succès du développement économique du Nord dépendait de l'éducation et que le programme de services éducatifs dans le Nord devait être basé sur l'adaptation à la culture indienne et esquimaude. Les points forts de ces peuples dans leur propre région doivent être développés et non submergés.

---

[6] Lotz, Jim, 1970, Northern Realities - the future of northern development in Canada: Toronto, New Press, 307 p.

La Commission a aussi mis l'accent sur la nécessité de diminuer l'ignorance du Nord qu'ont les Canadiens du reste du pays. Il a été reconnu que les universités constituaient une ressource importante dans le développement du Nord. Elles disposent des connaissances techniques et de la compétence professionnelle d'un grand nombre de disciplines afin d'aider le gouvernement à établir des priorités et des moyens de développement économique. Les installations de recherches et d'enseignement sont un moyen de stimuler l'intérêt pour le Nord.

On a adopté une recommandation voulant que l'AUCC étudie la possibilité d'appuyer la tenue d'une conférence portant sur la société septentrionale et son éducation, avant l'été de 1971 et qu'y participent diverses universités et d'autres groupes intéressés ainsi que la population locale.

Le Conseil de l'AUCC a reçu le rapport du groupe de planification composé de représentants des universités intéressées, du gouvernement fédéral et du Conseil des Territoires du Nord-Ouest sur les plans de la conférence. Ce groupe a précisé que la conférence ne serait pas convoquée dans l'idée d'établir un genre d'université dans le Nord à ce moment-là ou dans les années à venir. Le Comité de planification s'est réuni à Rankin Inlet en juillet 1971 afin de poursuivre les préparatifs de la conférence.

Cette conférence n'a jamais eu lieu pour deux raisons. Premièrement, il s'est avéré impossible de recueillir les fonds nécessaires pendant la courte période de temps dont on disposait. Deuxièmement, pendant qu'on s'occupait de collecter des fonds, on a constaté que la conférence parrainée par UCANORTH faisait double emploi avec la conférence qu'on était en train d'organiser.

L'University of Canada North a été constituée en société en janvier 1971 et était administrée par un Conseil de 31 membres composés d'un nombre égal de citoyens du Yukon et des Territoires du Nord-Ouest, plus Richard Rohmer (Président de la Mid-Canada Development Foundation) comme Président.

La conférence de deux jours, parrainée par UCANORTH, a eu lieu à Inuvik en novembre 1971 "afin d'examiner l'idée d'établir et de développer à long terme" une université dans le Nord.

Les caractéristiques suivantes de cette conférence se dégagent des rapports de W.J. Waines (AUCC) et de R.G. Williamson (University of Saskatchewan) ainsi que d'un reportage paru dans le Financial Post du 4 décembre 1971 et rédigé par Arnold Edinborough:

1. Les indigènes désirent vivement participer à la planification et au fonctionnement de n'importe quel genre d'établissement d'enseignement post-secondaire comme ils le font déjà pour d'autres genres d'écoles. Aussi, on a demandé que la culture et l'histoire indigènes soient pleinement reconnues par l'octroi de crédits universitaires pour ces cours donnés dans le contexte universitaire. En outre, ces matières devraient être enseignées par des indigènes eux-mêmes et l'instruction devrait être dispensée dans la langue indigène appropriée. La recherche en sciences humaines devrait être effectuée seulement avec la connaissance, la collaboration et la participation entière des chercheurs. Les codes d'éthique professionnelle relatifs à ce genre de recherche ont besoin d'être acceptés d'une façon plus générale. La recherche en sciences physiques et biologiques devrait respecter les droits de propriété comme dans les autres parties du pays.

2. On ne s'est pas entendu sur la forme d'établissement d'enseignement post-secondaire qui pourrait convenir au Nord. Une "université" de genre traditionnel a été considérée par la plupart des participants comme peu appropriée ou

prématurée pour le Nord. Les modèles d'universités d'autres régions nordiques du monde (celles de l'Alaska à Fairbanks, de la Norvège à Tromso, de la Suède à Uméa, par exemple) ont été rejetés à cause des énormes différences géographiques et culturelles entre le Nord du Canada et les autres régions nordiques. On a donc examiné d'autres formes d'études post-secondaires: junior colleges, écoles professionnelles, instituts techniques, collèges de formation des maîtres, éducation permanente pour les adultes, conseils de recherches, centres de formation pour des professions comme la géologie, le génie, le génie forestier ou minier et des écoles populaires plus ou moins structurées. Le modèle par le Navajo Community College, Many Farms, Arizona a été accepté par plusieurs délégués comme étant plus approprié aux besoins éducatifs des autochtones du Nord que l'université traditionnelle. Mais on a aussi besoin d'un programme d'études de type tradionnel pour les étudiants qui désirent par la suite aller étudier dans les universités du Sud. Les programmes parrainés par les universités du Sud sont les premiers en difficulté et abandonnés quand ces universités ont des problèmes financiers ou politiques. On considère donc qu'une grande part d'indépendance est essentielle à la survivance, mais en même temps on doute de la qualité de l'éducation qui peut être fournie dans de telles circonstances.

3. Il y a des différences importantes entre le Yukon et les Territoires du Nord-Ouest et elles ont des répercussions sur le genre d'établissement d'enseignement envisagé. Environ 19 p. cent de la population du Yukon sont constitués d'Indiens; environ 50 p. cent de la population des Territoires du Nord-Ouest sont des Indiens et des Esquimaux. Par conséquent, les délégués du Yukon ont été plus en faveur d'une université de genre traditionnel que les délégués des

Territoires du Nord-Ouest. En fait, on a constaté certains indices selon lesquels, si le besoin s'en faisait sentir, le Yukon (qui compte 250,000 milles carrés, et une population de 21,000 habitants) pourrait aller de l'avant sans les Territoires du Nord-Ouest (qui comptent 1.3 million de milles carrés, le tiers de toute l'étendue du Canada et une population de 39,000 habitants). Ce sont les représentants des Territoires du Nord-Ouest qui ont surtout insisté pour que la culture indigène fasse partie des programmes.

4. Le financement d'un établissement d'enseignement présentera de grandes difficultés. Aucune fondation ou entreprise commerciale ne peut apporter beaucoup d'aide financière et on doit compter principalement sur les fonds publics. Les fondations contemporaines sont portées à se concentrer sur des projets précis plutôt que sur l'appui d'entreprises de grande envergure comme des universités. Les industries ont plus besoin de gens possédant des compétences technologiques que de diplômés d'université. Ce facteur pose une limite à la mesure dans laquelle les industries pourraient contribuer financièrement aux études post-secondaires. En outre, les industries ne prévoient pas qu'elles pourront augmenter leur niveau actuel d'aide financière. Il est également probable qu'il sera difficile d'obtenir des fonds publics. Le budget de l'éducation dans les Territoires du Nord-Ouest est actuellement de $30 millions par année sur un budget total de $90 millions. En outre, on compte d'autres montants importants dépensés directement par le gouvernement fédéral.

5. Le Conseil des Territoires du Nord-Ouest sera saisi d'une proposition visant à lancer une étude indépendante sur l'enseignement élémentaire et secondaire dans les Territoires du Nord-Ouest. Les délégués à la conférence ont approuvé une proposition demandant que l'enseignement post-secondaire

fasse partie de cette étude.

6. Il est possible qu'à la suite de la demande d'un nombre accru de chances de poursuivre des études supérieures on établisse un junior college au Yukon (très probablement à Whitehorse), un conseil de recherches physiques et biologiques à Yellowknife, qui aurait des satellites à Inuvik et ailleurs et un institut d'études indigènes composé de plusieurs petites unités éparpillées dans les Territoires du Nord-Ouest.

7. Les délégués se sont appliqués à signaler que les plans ne devraient pas mettre en danger les généreux programmes d'aide financière à l'intention des étudiants du Yukon et des Territoires du Nord-Ouest. Les détails de ces programmes ainsi que d'autres programmes d'aide financière à l'intention des étudiants canadiens n'ont pas besoin d'être mentionnés ici vu qu'ils ont fait l'objet d'une autre publication de l'AUCC.[7]

Bien que les participants à la conférence d'Inuvik aient élu un nouveau Conseil de 31 membres dont 13 étaient des autochtones, ce Conseil ne s'est jamais réuni parce que les fonds d'UCANORTH ont été épuisés par la conférence. La conférence d'Inuvik n'a donc eu aucune suite. Elle a toutefois révélé qu'une autre conférence parrainée par l'AUCC n'apporterait rien de plus à ce moment-là. Il a plutôt été suggéré que l'AUCC planifie une étude détaillée sur ce que les universités canadiennes font en matière d'enseignement, de recherche et de services publics et sur ce qu'elles pourraient être prêtes à faire dans ces domaines. Cette investigation devrait aussi porter sur les activités universitaires dans les provinces ainsi que dans le Yukon et les Territoires du Nord-Ouest et si possible elle devrait englober aussi les collèges communautaires en ce qui a trait aux autochtones. En janvier 1972, le Conseil d'administration de l'AUCC a approuvé cette étude des programmes des universités canadiennes en matière d'éducation, de recherche et de services publics dans le Nord.

---

[7] d'Auray Guy P., et Larose Gail (Réd.), n.d., Appui financier des gouvernements aux étudiants des universités et collèges du Canada: Ottawa, Association des Universités et Collèges du Canada, 48 p.

Le présent Rappel historique contient l'arrière-plan essentiel pour bien comprendre le relevé ou l'inventaire des cours et des recherches qui portent sur le Nord et qui font l'objet du présent volume.

MANDAT

Préambule

A une époque où l'on se penche sur l'avenir de l'éducation des gens du Nord, il semble qu'une étude en profondeur portant sur le rôle des universités canadiennes en matière d'éducation et dans les domaines connexes de la recherche et des services publics pourrait apporter une contribution importante à cet examen. Cette étude doit comprendre le relevé exhaustif des programmes actuels des universités canadiennes dans ces domaines, leur appréciation par rapport aux besoins des gens du Nord et la reconnaissance des lacunes dans les programmes actuels. Cette étude servirait de guide aux établissements d'enseignement qui désirent donner de l'expansion à leurs programmes et elle devrait aussi être utile aux responsables de l'éducation dans la planification de leurs programmes.

Aux fins de la présente étude, le Nord comprend les Territoires du Nord-Ouest, le Territoire du Yukon et les provinces de la Colombie-Britannique, de l'Alberta, de la Saskatchewan, du Manitoba, de l'Ontario, du Québec et de Terre-Neuve, vu que des indigènes habitent dans les régions septentrionales de toutes ces provinces.

Le rapport sur cette étude sera mis à la disposition du ministère des Affaires Indiennes et du Nord, du Territoire du Yukon, des Territoires du Nord-Ouest, des gouvernements provinciaux, des universités canadiennes et des autres personnes intéressées.

Mandat

Faire une étude et un rapport sur les présents programmes des universités canadiennes en matière d'éducation, de recherche et de services publics dans le Nord et sur les besoins des gens du Nord auxquels on ne répond pas à l'heure actuelle ainsi que sur la prolongation souhaitable des programmes à l'avenir.

Sans restreindre la portée générale de ce qui précède, on devrait mettre l'accent sur:

1. L'éducation et la formation:

a) la structure ou l'organisation institutionnelle des activités éducatives pour les gens du Nord;

b) les secteurs des collectivités (c.-à-d. indigènes ou autres) auxquels on offre les activités éducatives;

c) les matières ou disciplines enseignées, par quelles méthodes et par qui, y compris les langues indigènes, l'histoire et les cultures, la formation des maîtres, etc.;

d) les programmes offerts dans l'établissement d'enseignement ainsi que dans le cadre de l'éducation permanente;

e) la participation des indigènes en tant qu'étudiants et professeurs;

f) l'inclusion des programmes d'études à l'intention des adultes et des jeunes gens.

2. Les recherches sur le Nord et les recherches relatives au Nord, terminées et en cours:

a) les domaines précis de recherche dans les sciences humaines y compris les arts et les langues;

b) les domaines précis de recherche dans les sciences physiques et de la vie;

c) les domaines précis de recherche sur les programmes d'études, les méthodes d'enseignement, la formation des maîtres et l'administration scolaire pour les gens du Nord;

d) les domaines précis de recherche sur la santé et les services sociaux en ce qui a trait au Nord.

3. Les services publics fournis par les universités et le personnel universitaire:

Cette question a trait aux services de santé et de bien-être social en particulier et elle peut se rattacher aux recherches effectuées dans ces domaines. Cela peut être important vu que les universités sont de plus en plus considérées comme des établissements de services publics.

Il convient de signaler que l'AUCC a aussi commandé une étude sur les études canadiennes à peu près en même temps que l'étude sur l'université et le Nord. *La Commission sur les études canadiennes* a pour mandat de faire une étude, un rapport et des recommandations sur l'état de l'enseignement et de la recherche dans les divers domaines d'études se rapportant au Canada dans les universités canadiennes. Elle porte aussi sur le nombre et la teneur des cours; la localisation, la nature et la fonction des programmes et des instituts; les possibilités de recherche et l'appui de la recherche.

L'étude sur *L'université et le Nord canadien* a commencé en mai 1972. La critique des buts et des façons de procéder n'a pas tardé à venir, même avant la compilation de l'*Inventaire*. Certains ont cru "... que seulement quelques universités du Canada offraient un programme d'activités de quelque importance se rapportant au Nord" (J. Jameson Bond, dans sa lettre du 7 février 1972). On tient à le mentionner ici parce que le Comité spécial lui-même a estimé que cela aurait bien pu s'avérer exact et qu'en d'autres mots on n'aurait pas eu beaucoup à étudier sur ce sujet. Cette idée préconçue a vite été dissipée une fois que les recherches eurent commencé.

DEFINITIONS

Il a été décidé au début de l'étude d'utiliser la définition du "Nord" telle qu'elle est donnée par le professeur Louis-Edmond Hamelin.[8] Les limites du "Nord" sont le mieux indiquées sur la carte (Figure 1).

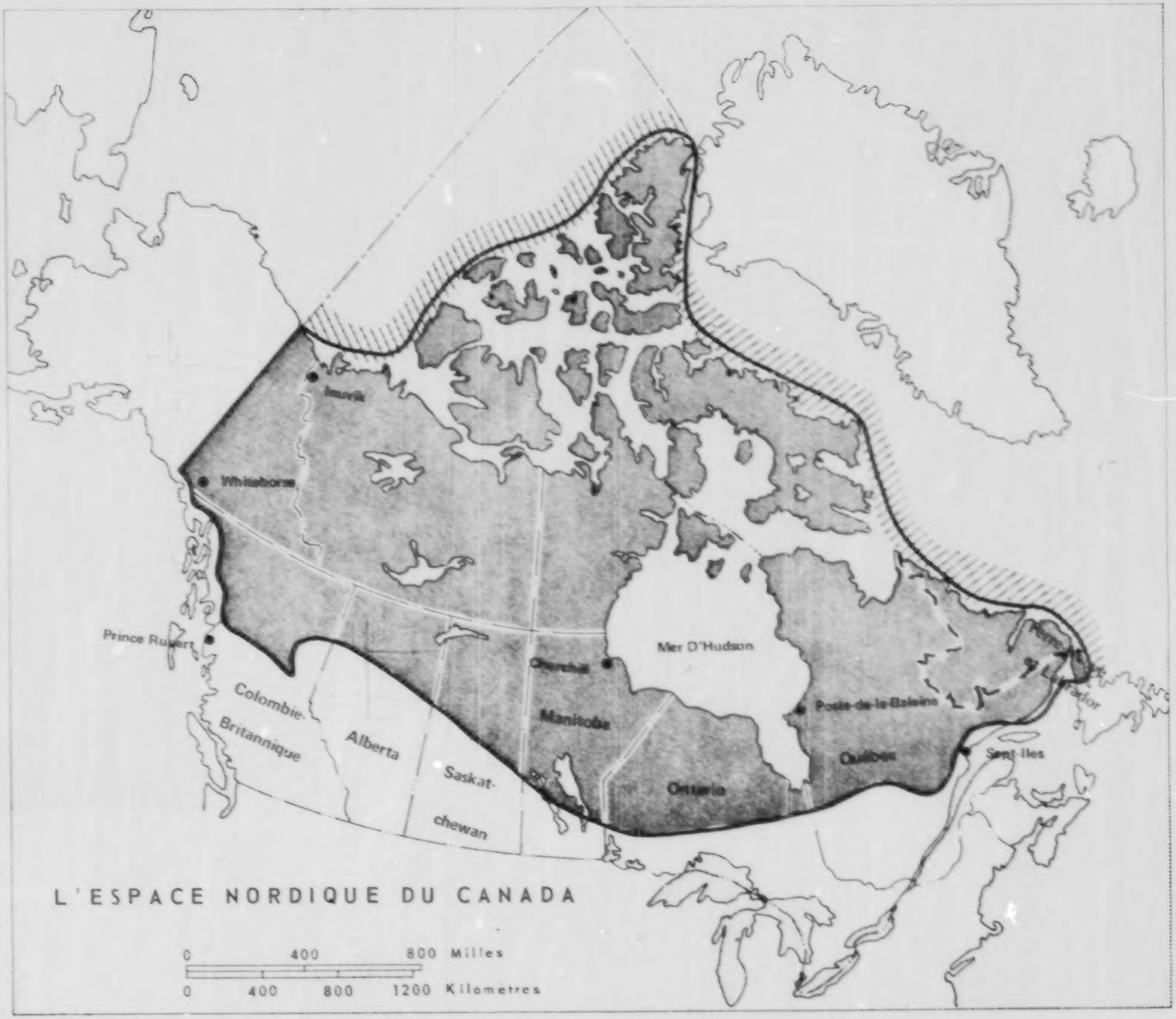
On a aussi découvert en examinant la documentation qu'on nous a remise qu'il fallait interpréter d'une façon très souple les limites territoriales. Certains programmes, mettons de langue cri, bien qu'ils soient offerts au sud de la limite sud du Nord et qu'ils en proviennent, peuvent néanmoins être d'un grand intérêt aux gens qui vivent dans le Nord du Canada. On a constaté qu'il était difficile, voire impossible, de faire une distinction logique entre "études indigènes", "études canadiennes" et "études nordiques" et au lieu d'être trop restrictifs, nous avons décidé que notre étude comprendrait toute la documentation qui avait un certain rapport ou une certaine pertinence au Nord et à ses habitants.

Comme la conférence d'Inuvik avait clairement démontré que toute tentative de définir "l'université" serait vaine, nous avons appliqué l'étude non pas à une chimère, mais nous nous sommes limités aux établissements d'enseignement bien établis qui sont membres de l'AUCC. Nous nous rendons parfaitement compte qu'en faisant cela nous avons éliminé certains établissements indépendants, en grande partie expérimentaux, comme, par exemple, le Frontier College ou le mouvement Tree of Peace qui auraient pu nous fournir des indices sur l'orientation future de l'enseignement post-secondaire dans le Nord. Mais, augmenter un Inventaire dont l'ampleur était déjà au-dessus de la moyenne en y ajoutant les programmes des établissements d'enseignement non-membres de l'AUCC nous a semblé une tâche trop lourde. Cette décision nous a obligés à modifier le Mandat qui comprenait les établissements d'enseignement autres que les universités

---

[8] Adaptation d'une carte de Louis-Edmond Hamelin, intitulée "L'espace nordique du Canada". M. Hamelin était Directeur du Centre d'études nordiques de l'Université Laval.

FIGURE 1


Inuvik
Whitehorse
Prince Rupert
Colombie-Britannique
Alberta
Saskatchewan
Manitoba
Churchill
Ontario
Mer D'Hudson
Poste-de-la-Baleine
Québec
Sept-Iles
Terre-Neuve
Labrador
0 400 800 Milles
0 400 800 1200 Kilometres

L'ESPACE NORDIQUE DU CANADA

Adaptation d'une carte de Louis-Edmond Hamelin, Centre d'Études Nordiques, Université Laval et les collèges, pour lui donner la portée plus limitée qu'il a à l'heure actuelle. Les membres de l'AUCC qui ont participé à l'étude et ceux avec qui on a communiqué, mais qui n'ont pas participé à l'étude, sont mentionnés dans le Tableau 1.

On a dû aussi décider quels cours devaient faire l'objet de l'enquête et quels cours devaient être omis. Nous avons divisé les cours théoriques (aussi, soit dit en passant, les projets de recherches) en catégories disciplinaires (Tableau 2). Dans chacune des disciplines, on a considéré les cours se rapportant au Nord comme étant ceux que l'on savait ou supposait qu'ils avaient une part importante de teneur nordique ou qui pourraient peut-être avoir un certain intérêt pour les gens vivant dans le Nord (comme un cours en langue indigène, par exemple). On a aussi divisé librement les cours en ceux offerts dans l'université et ceux offerts à l'extérieur de l'université. Dans cette dernière catégorie, tous les cours ont été mentionnés y compris les cours théoriques traditionnels sans teneur nordique qu'ils aient été donnés en personne par un instructeur ou offerts par correspondance, à la radio, à la télévision ou par d'autres moyens électroniques. Enfin, les cours ont été divisés, toujour librement, en ceux ayant une teneur théorique traditionnelle ou "européenne" et ceux qui, bien qu'ils puissent couvrir le même domaine théorique (par exemple l'histoire) ont une teneur amérindienne".

Bien que le présent chapitre s'intitule Définitions, nous nous refusons encore une fois à donner ici une définition de cette notion complexe qu'est la "recherche". Nous ne pouvons pas, toutefois, passer outre si facilement à notre responsabilité d'informer l'usager de l'Inventaire des genres de recherches et d'autres activités savantes qui ont fait partie de notre enquête et de celles que nous avons omises. Quand nous avons commencé l'étude, nous avons considéré que les recherches et les activités savantes appropriées étaient celles qui portaient soit sur l'environnement humain du Nord ou qui avaient des rapports réciproques entre cet environnement et les environnements physiques - biologiques, en mettant particulièrement l'accent sur les disciplines énumérées dans le

TABLEAU 1
UNIVERSITES ET COLLEGES

* non visités
( ) non participants

(Acadia)
1. Alberta
2. Brandon*
(Brescia College)
3. British Columbia
4. Calgary
5. Carleton
(Dalhousie)
6. Guelph*
(Huron College)
(King's College)
7. Lakehead*
8. Laurentian*
9. Laval
10. Lethbridge*
11. Manitoba
12. McGill
13. McMaster
14. Memorial*
15. Montreal
Loyola
(Mount Allison)
(Mount Saint Vincent)
(Notre Dame)
16. Ottawa
Saint Paul
(Prince Edward Island)
17. Québec à Chicoutimi
(Québec à Montreal)
(Québec à Rimouski)
18. Queen's
(Saint Francis Xavier)
(Saint Mary's)
(Saint Michael's College)
19. Saskatchewan
Regina*
Saskatoon
20. Sherbrooke
21. Simon Fraser
(Sir George Williams)
22. Toronto
23. Trent
(Trinity College)
24. Victoria
25. Waterloo
26. Waterloo Lutheran*
27. Western Ontario
28. Windsor*
29. Winnipeg
30. York*

TABLEAU 2

DISCIPLINES

1. Agriculture
2. Anthropologie
3. Archéologie
4. Architecture
5. Art
6. Biologie
7. Commerce et Economie Politique
8. Communications
9. Planification
10. Education
11. Ingénierie
12. Environnement
13. Géographie
14. Géologie
15. Santé
16. Histoire
17. Enseignement Ménager
18. Etudes Multidisciplinaires
19. Droit
20. Linguistiques
21. Litterature
22. Musique
23. Sciences Politiques et Administration
24. Psychologie
25. Etudes Religieuses
26. Bien-être
27. Sociologie
28. Conservation de la faune

Tableau 2. En d'autres mots, nous étions prêts à admettre tout projet portant sur des personnes, "soit directement ou indirectement" et à refuser tout projet portant seulement sur l'environnement non humain. Par conséquent, les projets qui se limitent à l'environnement physique ou biologique ou qui portent d'une façon importante sur cet environnement ont été considérés comme n'entrant pas dans le champ de notre étude - que nous avons considérée comme se rapportant aux activités des universités du Canada en ce qui a trait aux gens qui vivent dans le Nord. Ce raisonnement s'est fondé en partie sur la conscience que nous avons prise qu'une étude plus exhaustive de toutes les recherches portant sur le Nord ou qui y sont effectuées est fournie dans la publication de l'Arctic Institute of North America dont on a déjà fait mention (voir le renvoi 5).

Comme pour notre définition du Nord, il n'a pas été facile de tracer la ligne de démarcation entre les projets de recherche qui entraient dans le cadre de notre étude et ceux qui n'y entraient pas. Certains projets dont les titres laissaient supposer un intérêt seulement pour l'environnement biologique ou physique ont révélé, en les examinant de plus près, qu'ils comportaient un élément humain considérable. Dans certains, cet élément existait seulement dans une faible mesure, mais il y était néanmoins. Le Programme biologique international (PBI) /International Biological Program (IBP) sert à illustrer les difficultés que nous avons rencontrées en ayant à notre disposition une définition trop rigide et des renseignements trop peu nombreux recueillis à partir de titres parfois trompeurs. Certaines des facettes du PBI/IBP, comme celles portant sur la capacité d'adaptation humaine, ont été considérées comme relevant de notre domaine; d'autres, comme les études sur le lichen de l'Ile Devon ne l'ont pas été.

En plus des cours et des recherches (y compris toutes les études savantes) nous avons déterminé une autre catégorie d'activités universitaires dans ou pour le Nord que nous avons appelée "projets spéciaux" à défaut d'un meilleur terme. Les difficultés rencontrées, dans la tentative de classer les projets spéciaux ont été si grandes que nous les avons abandonnées et avons utilisé cette catégorie pour toute activité qui ne pouvait pas être considérée comme un cours théorique ou un projet de recherche. Certains projets spéciaux décrivent les actions (dans certains cas, peut-être, pas plus que les rêves) d'individus. D'autres rapportent des travaux d'un département d'une université. La plupart du temps, toutefois, ils font part du succès ou de l'échec de groupes multidisciplinaires et interdisciplinaires ayant un intérêt pour le Nord ou pour les indigènes du Canada. Un nombre considérable et croissant de ces projets exige la participation de personnes qui sont directement d'ascendance indienne ou esquimaude. Certains projets sont conçus exclusivement pour eux. Les projets spéciaux apparaissent alors comme découlant des activités d'individus et d'établissements qui ne s'intéressent qu'indirectement au Nord du Canada.

Au début de l'étude, on se demandait à qui elle s'adresserait. Evidemment, une grande partie des lecteurs se composera des participants qui à plusieurs reprises durant nos recherches ont exprimé leur désir légitime d'en savoir plus long sur un domaine auquel ils avaient contribué. En outre, les participants ont aussi été unanimes à affirmer qu'on devrait trouver un moyen efficace d'informer les individus sur les activités d'autres personnes travaillant sur les problèmes du Nord, ouvrant ainsi la voie à une collaboration plus étroite. Une autre partie des lecteurs se composera des membres du gouvernement des provinces qui ont des régions nordiques, le Yukon, les Territoires du Nord-Ouest et du gouvernement fédéral. Nous tenons à ajouter les habitants du Nord et les autres Canadiens intéressés qui considèrent, pour une raison ou une autre, que les gouvernements ne peuvent pas représenter leurs idées ou ne les représentent pas tout simplement.

Nous n'avons pas, pour diverses raisons, accompli certaines tâches que nous demandait notre *Mandat*. Nous avons constaté que des statistiques révélatrices sur la participation des indigènes à titre d'étudiants ou de professeurs étaient si difficiles à obtenir que cela nous aurait obligé à prolonger indûment la période de temps allouée à notre étude. Aussi, nous avons examiné la question des finances seulement par rapport aux programmes offerts actuellement aux étudiants du Nord par leur gouvernement, mais nous n'avons pas exposé ces programmes parce qu'ils ont déjà fait l'objet d'une autre publication (voir le renvoi 7). Nous n'avons pas examiné d'autres questions financières même si les participants à la conférence d'Inuvik avait démontré qu'elles constitueraient les plus grandes contraintes.

Certains peuvent considérer notre omission d'avoir tenté d'évaluer la qualité de l'éducation offerte ou des recherches entreprises comme notre plus grave lacune. Nous avons considéré qu'il s'agissait là d'une tâche formidable, et qu'elle relevait de la seconde partie proposée de l'étude qui doit être entreprise si des fonds sont mis à notre disposition.

D'autres tâches n'ont pas été nécessairement omises mais plutôt masquées parce qu'elles ont été combinées avec d'autres. On nous avait demandé de faire des recherches dans le domaine des services publics, activités universitaires portant entièrement ou d'une façon importante sur le Nord ainsi que sur la santé et le bien-être de ses habitants. Nous avons constaté que bon nombre de ces activités étaient étroitement rattachées aux domaines de l'éducation, de la recherche et des études savantes. Par conséquent, elles ont été enregistrées avec d'autres activités dans ces catégories. Dans le domaine général des services publics et sociaux, plusieurs universités participent activement aux programmes de santé relatifs à leurs programmes de formation ou de recherche en médecine, en art dentaire ou en service social soit dans le Nord ou dans le Sud pour les gens venant du Nord.

FACONS DE PROCEDER

On peut dire que l'étape de l'acquisition des données pour l'Inventaire a commencé par la collecte des documents soumis par les universités en réponse à la lettre écrite par M. Spinks à la demande du Conseil de l'AUCC au moment où il songeait à convoquer une conférence. En mai 1972, Maryse Caillol a commencé à apporter un complément à ces renseignements de plusieurs façons. D'abord, elle a cherché des annuaires d'université et des résumés des recherches à la bibliothèque de l'AUCC à Ottawa et à l'Institute for Northern Studies de Saskatoon. Une lettre demandant des renseignements a été envoyée à 80 adresses et en même temps on a dressé la liste des participants, qu'on a été obligé de modifier constamment et qui a dû être refondue complètement à quatre reprises au cours de l'étude. La lettre demandant des renseignements était longue et contenait toute l'information pertinente sur l'étude y compris le Mandat. Elle a été envoyée aux universités et aux personnes que la compilatrice connaissait comme ayant un intérêt actif dans l'enseignement et la recherche nordiques ainsi que dans l'enseignement post-secondaire en général. Une lettre plus courte, simplement pour porter l'étude à la connaissance de son destinataire, a été envoyée aux autres universités et collèges qui étaient susceptibles de s'intéresser au Nord seulement d'une façon indirecte.

De cette façon, au moyen de la lettre longue et de la lettre courte, toutes les institutions membres de l'AUCC ont été invitées à participer à l'étude. Plusieurs des établissements qui figurent dans le Tableau 1 comme non participants ont néanmoins exprimé un certain intérêt envers l'étude. Les lettres envoyées ont été composées en anglais ou en français selon la langue dominante en usage dans l'université en question. Il a été décidé que les réponses données à nos questions seraient aussi transmises non traduites au lecteur de la présente étude. Par conséquent, l'Inventaire est un document bilingue en ce qui a trait à la liste des projets spéciaux, des cours et des recherches, le texte d'introduction étant publié dans les deux langues.

On a dressé un dossier pour chaque université participante lequel a été établi de la façon la plus complète possible au moyen des recherches bibliothécaires et des réponses reçues à la lettre de demande de renseignements. Au début de l'étude, nous avaons cru qu'un agent de liaison principal serait suffisant dans chaque université afin d'obtenir toute la documentation pertinente. Toutefois, cela s'est avéré faux vu que la documentation fournie était insuffisante. Les énormes complexités des grandes universités rendent presque impossible à une seule personne de se familiariser avec toutes les activités qui se rapportent au Nord en dehors de sa propre discipline. Seulement quelques universités ont pu nous fournir en 1972 des résumés ou des titres de tous les travaux de recherche effectués en leur sein. Nous avons appris que cette situation change rapidement et il est possible que les futures études rencontrent moins de difficultés que nous en avons eues dans la découverte des recherches en cours. Même pas toutes les universités qui ont des centres ou des instituts portant sur le Nord n'ont pu nous fournir facilement un résumé de *tous* les cours et de *toutes* les recherches se rapportant au Nord en leur sein. Trop souvent nous avons constaté que le personnel administratif des groupements se rapportant au Nord ne connaissaitque ce qui se passait directement autour de lui, mais ignorait le travail et les intérêts d'autres groupes dans la même cité universitaire. Il appert d'après notre étude qu'il est nécessaire de réaliser une collaboration plus étroire à l'intérieur d'un même établissement avant que ces activités soient accomplies à un plus grand niveau. La réponse décevante que nous avons reçue à une lettre envoyée aux participants de qui nous avions recueilli certaines données, leur demandant de vérifier la teneur de notre dossier, nous a laissé supposer que la révision a été considérée comme un travail tellement énorme qu'elle n'a pas été accomplie. Toutefois, les renseignements demandés auraient dû être mis facilement à la disposition des administrateurs en question et faciles à retrouver.

On a aussi recueilli des données au moyen d'environ 120 entrevues et d'une quarantaine d'autres conversations téléphoniques. Etant donné le manque de réponses à la demande de vérification des renseignements déjà obtenus par écrit, les contacts personnels sont devenus essentiels. Maryse

Caillol a donc visité 23 des 35 établissements participants (si l'on compte sa propre Université de Saskatoon - Tableau 1). Elle a fait quatre voyages distincts: elle a pris dix jours pour visiter les universités de l'Alberta et de la Colombie-Britannique; trois jours pour visiter Winnipeg; trois jours pour visiter l'ontario; dix jours pour visiter le Québec.

Même s'ils se sont appliqués à recueillir des données homogènes et de haute qualité, la compilatrice et le rédacteur se rendent compte qu'ils sont loin d'avoir atteint le but qu'ils s'étaient fixé. Même dans les données relatives aux cours, il y a des omissions et des erreurs. On pourrait s'attendre à ce que les annuaires des universités fournissent la liste complète de tous les cours donnés par l'établissement. Malheureusement, cela est loin d'être le cas. Les cours ne conduisant pas à des grades, les cours par correspondance, les conférences occasionnelles et les cours donnés dans le cadre d l'éducation des adultes par les services d'éducation permanente ne sont pas toujours mentionnés dans les annuaires des universités. Comme on y a déjà fait allusion plus haut,la situation relative aux travaux de recherche est encore plus déroutante.

Le contenu de l'Inventaire est donc très inégal. En outre, ce qu'il contient n'existe pas comme tel. Des cours et des recherches sont abandonnés ou mis en oeuvre sans que soient bien informés des changements importants ceux qui le devraient, si seulement ces personnes ou ces organismes existent vraiment. En outre, le personnel universitaire est particulièrement mobile. Il est donc possible que nous ayons mentionné des cours qui ne sont plus donnés, que nous avons manqué de mentionner de nouveaux événements intéressants dans le domaine de l'éducation, que nous avons fourni des renseignements sur des recherches qui ont été abandonnées ou que nous mentionné des professeurs comme étant attachés à une université alors qu'en fait ils travaillent ailleurs, sont retirés ou décédés. Même si nous avons pris toutes les précautions pour éliminer ces erreurs, la taille elle-même de notre entreprise nous a empêchés d'atteindre la perfection.

A l'étape de l'examen des données qui a suivi celle de la collecte des données (ou, plutôt, a eu lieu en même temps), nous avons dressé certaines formules appropriées afin d'y enregistrer les résultats. Les formules, comme les autres documents, ont été rédigées en anglais et en français et utilisées selon la langue dominante d'enseignement de l'université. Les renseignements ont été mis sur ces formules de la façon montrée à la page xlviii qui fournit la clé des notices insérées dans la liste des cours et des recherches pour chaque université participante. Les renseignements recueillis sur les projets spéciaux n'ont pas été conformes au schéma de présentation conçu pour les cours et les recherches. Il a donc été décidé de transmettre ces renseignements plus ou moins tels qu'ils nous ont été remis avec un minimum de révision. Nous croyons savoir qu'aucun de ces documents ne comportait de droits d'auteur.

Dans les listes qui suivent, les universités participantes sont disposées par ordre alphabétique. Les mots-clés sont ceux utilisés pour dresser l'*Index*. Les cours et les projets de recherches ont été numérotés à la suite tout au long de l'*Inventaire* pour facilitier l'indexage.

CLE DES COURS ET DES RECHERCHES

COURS

1. Titre
2. Description
    (a) Résumé
    (b) Crédit   Cours
    Semestre
    Préalable
    Remarques
3. Professeur(s) et date
4. Lieu
5. Université
6. Collége, Institut, Ecole, etc.
7. Département
8. Discipline
9. Mots clefs

RECHERCHES

1. Titre
2. Description
    (a) Résumé ou rapport
    (b) Fonds
    (c) Remarques
3. Chercheur(s) et date
4. Lieu
5. Université
6. Collége, Institut, Ecole, etc.
7. Département
8. Discipline
9. Mots clefs

- Mineral resources ownership - home rule for the Territories? (Dr. A.R. Thompson)

- Democracy and political parties in Canada (Dr. R. Baird)

- Another look at science and engineering (Dr. G.B. Walker)

- Law, morality, and changing society (Professor L.C. Green)

- The use of humour and satire in the Soviet Union for political purposes (Professor L. Gads)

KEYWORDS: Extension - Fort Smith - Yellowknife

Engineering for the Arctic

Research relevant to Engineering for the Arctic at the University of Alberta dates back to 1944 and 1945; but as early as 1941, the principles of frost effects in soils were part of academic courses in engineering. Such courses were the first of their kind in Canada.

The Faculty of Engineering is an integral part of the University of Alberta. Dr. G. Ford is the Dean of the Faculty of Engineering, Dr. D.L. Flock and Dr. E.L. Fowler are Associate Deans.

Currently, the program is divided into three main areas of interest:

a) Studies in geotechnology include properties of arctic soils and rocks, mechanics of frozen ground phenomena, thermal régime near pipelines, foundation engineering, mechanics and properties of ice.

b) Environmental engineering concentrates upon biological activity under ice, ice and frost formation, and material properties at low temperature.

c) Resource development aims at exploration, production, and management of resources and studies, mineral exploration, mining and benefication, petroleum exploration, risk analysis in capital investment decisions, realtime computer applications, resource management, and arctic land-use.

The Faculty of Engineering publishes a booklet which is intended for the use and information of all individuals and organizations interested in engineering in the North.

KEYWORDS: Arctic engineering

Intercultural Education Program

For the past seven years the University of Alberta has, through the Department of Educational Foundations, made available an Intercultural Education Program for students who wish to pursue this field of studies as a recognized competency in their degree program. During the four years of the B.Ed. program the student must complete the equivalent of four full courses from the areas of Sociology and Anthropology, Anthropology and Education, Linguistics, and specially designated courses in curriculum and instruction which consists of practice teaching if possible located on a nearby Indian reservation.

Teachers are prepared for more effective work among students and in communities whose culture or pattern of life may be different from that of the teacher.

Intercultural education has special relevance for work among Eskimo, Indian, and Métis. The Intercultural Education Program at the University of Alberta is designed to do three things within the general framework of the B.Ed. program:

1) provide a thorough general professional education for the teacher, with appropriate specialization in elementary, secondary, industrial arts, or vocational education,

2) provide, through the use of optional subjects, a basic background in social science and in linguistics; the purpose of this dual emphasis being to assure understanding of social relationships and the problems of communication involved in working with persons of different cultural backgrounds,

3) provide through a sequence of field experiences, practical opportunities for working with persons whose background, language and outlook may be considerably different from those of the teacher.

The programme receives the cooperation from other university faculties through individual interest in research or course offerings. Departments represented include Elementary Education, Educational Foundations, Educational Administration, Educational Psychology, Industrial and Vocational Education, Sociology, Anthropology and, on a more peripheral level, Linguistics, History, Geography, etc. Most research studies related to the theme have been action research or development of programmes and procedures rather than conventional academic research. A few examples are the following:

1) Working with education authorities of the Northwest Territories to prepare teachers for northern schools.

2) Planning and supervising summer field experiences and practicums for students preparing to teach in native communities.

3) Working with education authorities in planning curricula relevant to intercultural education.

4) Helping and advising local groups in their own programmes for educational meaning and change.

5) Academic research into value orientations and their implications for the education of native peoples.

Participation of university faculty in the programme involves from eight to ten persons; student participation on a regular basis from 25-40, but if part-time students are included the number may be as high as 80. A central concern of the programme has been the preparation of teachers for intercultural education. The related practicum for students consists of a minimum of two summers' teaching in schools, preferably each of four months, or equivalent field experience, such as teaching or other employment in intercultural situations approved by persons responsible for the programme.

A list of reports and papers dealing with studies on intercultural education in various departments of the University of Alberta is issued. Of special significance in this list are theses and dissertations pertaining to the subject. The following are indicative of the intense interest in this area of education:

Bryans, David G. "Education and acculturation: the school in a multicultural setting," unpublished Doctoral dissertation, University of Alberta, 1971. TLL

Bacon, John Alan. "Rated teacher effectiveness as related to perception of problems in northern schools," unpublished Master's thesis, University of Alberta, 1966.

Gue, Leslie R. "A comparative study of value orientations in an Alberta Indian community," unpublished Doctoral dissertation, University of Alberta, 1967.

Knowles, Donald. "A comparative study of mediational task performance of Indian and middle-class children," unpublished Doctoral dissertation, University of Alberta, 1968.

Lincoln, Neville J. "Phonology of the Métis French dialect of St. Paul, Alberta," unpublished Master's thesis, University of Alberta, 1963.

Qualified candidates may register for a graduate diploma in intercultural education.

An intercultural club grew out of an interest in the program. It is a student-run organization providing an exchange of ideas and experiences. Through speakers, discussions, field trips, social gatherings, and interpersonal relationships, the club provides an opportunity for members to extend and apply their interests in intercultural education.

KEYWORDS: Teacher education program

Management Development Program

The Department of Extension in 1971 offered a Management Development Program designed for people who are trying to prepare themselves for management positions.

A University of Alberta Certificate is awarded to students who successfully complete six courses.

The program includes several courses, one course per year being offered in Yellowknife and Fort Smith; different subjects are offered each year, depending on demand.

KEYWORDS: Extension - Management Development

Northern Health Services

As part of a Northern Health Services contract with the Federal Government the Faculty of Medicine set up several training programmes for its students, both at the graduate and undergraduate level.

At the graduate level, in their last year of training, students are sent North in the Mackenzie area, for a period of three weeks to a month. There they are supervised regularly by Faculty members.

As part of their elective programme, undergraduates are also sent north for a period of seventeen weeks; nine students went during the year 1971-1972. Similar summer projects exist within the structure of this Northern Health Services programme.

The Department of Psychiatry too, sends faculty members as consultants eight times a year, for four or five days at a time, to Hay River, Yellowknife, and Inuvik.

In 1970 the Faculty of Medicine was approached by the Federal Government to conduct a three-year programme for training Nurse Practitioners. The universities of Toronto, McGill, London, and Sherbrooke (for the French-speaking Arctic) were also approached. The programme aims at training nurses to perform those of the doctors' duties that can be done by a highly skilled nurse, i.e. pediatric problems, obstetrical problems, acute care, emergencies, etc. The nurses are trained for a period of four months at the University of Alberta, then they are sent north to perform their new duties as Nurse Practitioners. Dr. Nelson is the director of this Pilot project.

KEYWORDS: Health services

Northwest Territories Teacher Education Programme

The Education Department conducted an experimental teacher education programme in the Northwest Territories, which started on September 1, 1970. The experiment was made possible in large measure by the support received from the Education Faculty of the University of Alberta and the cooperation of the Northwest Territories Teachers' Association.

The location of the experiment was to be in Yellowknife, but Fort Smith was later selected in order to take advantage of a wider range of possibilities for practice teaching more readily available there.

The programme was designed to:

- encourage young northern students (especially those of Indian, Eskimo, or Métis origin) to enter the teaching profession,
- make available to the northern education programme the advantages that such young people can bring to northern schools and classrooms,
- demonstrate to the indigenous people of the North, by having teachers with native cultural and linguistic backgrounds in our schools, that the process of formal education is not something that is closed to them and must be brought from another world and another culture,
- provide an alternative and more gradual route for entry to the teaching profession, appropriate to the background and abilities of students who appear to have an aptitude for teaching but, because of their background, may not be successful in a conventional type of programme,
- provide for such students a teacher education programme with standards of achievement and ultimate certification acceptable to any school system in Canada.

KEYWORDS: Teacher Education Program

Western Canadian Journal of Anthropology

The Western Canadian Journal of Anthropology, successor to the Alberta Anthropologist, is the journal of the Anthropology Club, University of Alberta, Edmonton. The journal solicits materials in both the holistic and the problem-oriented approaches to the study of man, and is not limited to the formal confines of anthropology. Published three times yearly, the initial issue of each volume is devoted to a specific Canadian topic; the remaining two issues of each volume are general in content and not limited to Canadian topics.

Volume I, Number I, 1969 was a special issue on Cree studies, structured in three sections:

I. History, social structures, and organization.
II. Language, world view, and religion.
III. Contemporary problems: assimilation, separation, or pluralism.

Included in this particular issue are a radio interview, excerpts from two books, part of a speech, and a portion of a letter to a newspaper.

In his introduction, the editor states that most of the materials were solicited with the express intention of obtaining the widest possible range of viewpoints and approaches and that their intention is not to limit the journal to scholarly or "professional" articles.

Volume III, Number I was a special issue on "the fur trade in Canada."

1.2 CLASSES

ANTHROPOLOGY:

1. Anthropology and education
2. Anthropology and its relation to education. Transmission of culture in different societies with reference to special Canadian communities. Undergraduate. One class in anthropology or sociology or consent of the department.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology and education.
9. Anthropology. Education.

2. Introduction to linguistic anthropology
2. Anthropological study of language and communication. Survey of field and analytical methods and theory of linguistic anthropology. Undergradate. Either term.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Linguistics.

3. Technology in culture
2. Anthropological introduction to the evolution of tools and techniques; the adaptation of society to environment through technology; the interrelationship of technology, ideology, and social organization. Undergraduate. Second term.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Archaeology. Culture. Technology.

4. Early Man in the New World
2. Critical appraisal of data and theory bearing upon the entry, dispersion, and settlement of man in the Americas. Undergraduate. Consent of the department.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Archaeology. Early man.

5. Paleo-environmental studies
2. Ecological, geological, and cultural analysis of the role of man in a prehistoric eco-system. Undergraduate. Consent of the department.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Paleo-environmental study.

6. The transmission of culture
2. Graduate. Restricted to graduate students in Anthropology, Sociology, and Education, except with consent of the department.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Culture.

7. Contemporary Canadian native peoples
2. Anthropological perspective on some current situations of native peoples in Canada. Undergraduate. Either term.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Native peoples.

8. Social structures
2. Anthropological theory and method concerning the analysis of kinship systems and other concepts of social organization with emphasis on data derived from non-Western societies. Undergraduate. One anthropology class or consent of the department.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Social structure.

9. North American regional ethnology
2. Selected and comparative studies of North American Indian culture. Emphasis upon the relevance of North American ethnology to anthropological theory and method. Undergraduate. One anthropology class or consent of the department.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Ethnology. North America.

10. New World prehistory
2. Survey of the prehistoric development of culture in the New World. Undergraduate. One anthropology class or consent of the department.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. New World. Prehistory.

11. Peoples and cultures of the Circumpolar region
2. Comparative study of indigenous Arctic and sub-Arctic societies. Archaeological and ethnological consideration of northern societies of the Old and the New Worlds. Undergraduate. Either term. One anthropology class.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Circumpolar region. Culture.

12. Indians of North America
2. Survey of North American Indian cultures and civilizations. Social organization, economic systems, prehistoric and historic social change. Indians of Canada in historic and present day perspective. Undergraduate. Either term.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian. North America.

13. Economic anthropology
2. Study of world societies from an economic point of view with an emphasis on primitive societies.
Half credit. Undergreduate. First term.
3. C. Hickey. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Economics. Primitive societies.

14. Creative expression
2. Verbal expression in different cultural traditions with an emphasis on oral genres of American Indians.
Full credit. Undergraduate. Second term.
Two anthropology classes or consent of the department.
3. R. Darnell. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Linguistics.

15. Multilingualism
2. The role of American Indian communities in the Canadian linguistics mosaic.
Half credit. Undergraduate. First term.
3. R. Darnell. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian. Linguistics.

16. Readings in regional ethnology
2. Cree language and culture with concentration on problems of education and communication between Indian and White systems of thought and behaviour.
Full credit. Undergraduate.
Any background with native people or courses in anthropology.
3. R. Darnell. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Cree. Education. Ethnology.

17. Anthropological perspectives in ethnomusicology
2. Approaches to the description and analysis of non-Western music, with emphasis on those derived from linguistics and anthropology and centred on music of the North American Indians.
Half credit. First term. Undergraduate.
Several classes in anthropology or consent of the department.
3. M. Asch. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian. Music.

EDUCATION

18. The education of native peoples in Canada; a historical study
2. Examination of the education of Indian, Métis, and Eskimo peoples with special attention to church-state and federal-provincial relations.
Undergraduate. Either term.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Education.
7. Education Foundations.
8 Education.
9. Education. History.

GEOGRAPHY:

19. Northern lands (1)
2. Processes that have shaped the Northern envirment and their relationships with current development. Emphasis on Arctic and sub-Arctic Canada and Alaska.
Undergraduate. First term.
One geography class or consent of the department.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Geography.
9. Geography. Northern geography.

20. Northern lands (2)
2. Exploration; regional survey of human and economic characteristics; settlement patterns of Alaska, northern Canada, Greenland, and Scandinavia.
Undergraduate. Second term.
Two geography courses or consent of the department.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. Geography.
9. Geography. Northern geography.

HISTORY:

21. The Canadian North
2. History of the Canadian North.
Undergraduate. Either term.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. History.
9. History. Northern history.

22. The Canadian West to 1870
2. History of the Prairie West; westward expansion to the North and Transmountain West.
Undergraduate. First term.
One history class or consent of the department.
3. 1972-1973
4. Edmonton.
5. Alberta.
6. Arts and Science.
7-8. History.
9. History. Northern history. Western history.

INTER- AND MULTIDISCIPLINARY STUDIES:

23. The Mackenzie watershed
2. An orientation course for people interested in Northern Alberta and the western Arctic.
Non-credit. Second term.
3. J.J. Bond. W.A. Fuller. D.A. Gill.
C.G. Hickey. C.S. MacKinnon. 1972-1973
4. Edmonton.
5. Alberta.
6. Extension Division.
7-8. Inter- and Multidisciplinary Studies.
9. Mackenzie. Northern geography.

LINGUISTICS:

24. American Indian linguistics
  2. The structural characteristics of large genetic groups in descriptive and historical perspective; problems of classification; the use of non-linguistic evidence for linguistic prehistory.
  Undergraduate.
  One linguistics class.
  3. 1972-73
  4. Edmonton.
  5. Alberta.
  6. Arts and Science.
  7. Interdepartmental course.
  8. Linguistics.
  9. Indian. Linguistics.

SOCIOLOGY:

25. Ethnic and minority-group relations
  2. Case studies of ethnic and minority group-relations in selected countries with emphasis on Canada.
  Undergraduate. Either term.
  One sociology class.
  3. 1972-1973
  4. Edmonton.
  5. Alberta.
  6. Arts and Science.
  7-8. Sociology.
  9. Minorities. Sociology.

26. Theories of ethnic and minority-group relations
  2. Theoretical analysis of historical, comparative, and social-psychological aspects of minority-group relationships.
  Undergraduate and graduate. Either term.
  One sociology class.
  3. 1972-1973
  4. Edmonton.
  5. Alberta.
  6. Arts and Science.
  7-8. Sociology.
  9. Minorities. Sociology.

1.3 RESEARCH

ANTHROPOLOGY:

27. Archaeological and ethnological study of Kobuk River, Alaska
  2. Wenner-Grenn Foundation.
  3. C.G. Hickey. 1969-1970
  4. Kobuk River, Alaska.
  5. Alberta.
  6. Arts and Science.
  7-8. Anthropology.
  9. Archaeology. Ethnology. Kobuk River.

28. Prehistory of northern Athapascans along taiga/tundra ecotone
  3. Douglas Anderson. 1972
  4. Kobuk River, Selawik River, (Alaska)
  5. Alberta.
  6. Arts and Science.
  8. Anthropology.
  9. Alaska. Anthropology. Athapascan.

29. Linguistics variation among Athapaskans in the southern Mackenzie drainage system
  3. S. Richmond. 1972
  5. Alberta.
  6. Boreal Institute for Northern Studies.
  7-8. Anthropology.
  9. Anthropology. Athapaskan. Linguistics. Mackenzie.

30. Multilingualism and language learning among the Cree of northern Alberta
  2. Boreal Institute for Northern Studies.
  3. Regna Darnell. 1971
  5. Alberta.
  6. Boreal Institute for Northern Studies.
  7-8. Anthropology.
  9. Anthropology. Cree. Linguistics. Northern Alberta.

31. The political economy and sociology of underdevelopment in northern Canada
  2. Boreal Institute for Northern Studies.
  3. M. Fisher. 1970
  5. Alberta.
  6. Arts and Science.
  7-8. Anthropology.
  9. Anthropology. Political science. Underdevelopment.

32. Multilingualism and language learning among the Cree of northern Alberta
  2. Boreal Institute for Northern Studies.
  3. Regna Darnell. 1970
  5. Alberta.
  6. Arts and Science.
  7-8. Anthropology.
  9. Anthropology. Cree.

33. The social structure of a Slave community: an historical view
  2. University of Alberta.
  3. Michael Asch. 1972
  4. Northwest Territories.
  5. Alberta.
  6. Arts and Science.
  7-8. Anthropology.
  9. Anthropology. History. Indian. Slave.

34. Narrative for the film: "The Trout Lake Cree"
  2. Canada Council. Boreal Institute.
  3. Gene Gregoret. Fall 1970
  5. Alberta.
  6. Arts and Science.
  7-8. Anthropology.
  9. Cree. Film.

35. Colonialism and social change: District of Keewatin, Northwest Territories
  2. Departmental grant.
  3. Marshall Fisher. Fall 1969
  4. Keewatin, Northwest Territories.
  5. Alberta.
  6. Arts and Science.
  7-8. Anthropology.
  9. Colonialism. Keewatin. Northwest Territories. Social change.

36. Slavey Speakers
  3. Michael Asch.
  4. Wrigley, Northwest Territories.
  5. Alberta.
  6. Arts and Science.
  7-8. Anthropology.
  9. Anthropology. Slave.

51. The economics of the Montreal traders
2. The Western Canadian Journal of Anthropology, Vol. III, No. 1.
3. R.A. Peugergast.
5. Alberta.
6. Arts and Science.
7-8. Economics.
9. Economics. Fur trade.

EDUCATION:

52. A proposal for Cree educational television
2. Prepared for Saskatchewan Newstart.
3. Regna Darnell. Anthony L. Vanek. April 1972
5. Alberta.
7. Anthropology.
8. Education.
9. Cree. Education. Television.

53. On the edge of the shield, Fort Chipewyan and its hinterland
2. The Western Canadian Journal of Anthropology, Vol. III, No. 1. Boreal Institute.
3. John W. Chalmers.
5. Alberta.
6. Education.
7-8. Education.
9. Education. Fort Chipewyan. Geography. History.

54. Assessment of physical fitness and fitness level of Canadian Indians
3. Dr. Mohan Singh. R.J. Anderson. June 1972
5. Alberta.
6. Boreal Institute.
7-8. Physical Education.
9. Education, Indian. Physical education.

55. Game analysis of the Kwakiutl Indian in relation to child rearing practices and the Potlatch
2. Boreal Institute for Northern Studies.
3. D. Johns. 1971
5. Alberta.
6. Physical Education.
8. Physical Education.
9. Education. Games. Indian. Kwakiutl. Physical education.

56. An analysis of game structure in relation to the religious and magical rites of North American Indians
2. Boreal Institute for Northern Studies.
3. M. Salter. 1971
5. Alberta.
6. Physical Education.
8. Physical Education.
9. Education. Games. Indian. Physical education. Religion.

57. Games of the traditional Canadian Eskimo
2. Boreal Institute for Northern Studies.
3. R.G. Glassford. 1970
5. Alberta.
6. Arts and Science.
7. Physical Education.
9. Education. Eskimo. Games. Physical education.

58. Some implications of the Territorial Experimental Ski Training (TEST) program for Eskimo and Indian youth
2. Boreal Institute for Northern Studies.
3. R.G. Glassford. H.A. Scott. 1972
5. Alberta.
6. Boreal Institute for Northern Studies.
7-8. Physical Education.
9. Education. Eskimo. Indian. Physical education. Skiing.

59. An historical survey of education in early Blackfoot Indian culture and its implications for Indian schools
2. M.Ed. thesis.
3. K.J. Carr. 1968
5. Alberta.
6. Education.
7. Educational Foundations.
8. Education.
9. Blackfoot. Education. Indian.

60. A comparison of Indian and non-Indian value orientations
2. M.Ed. thesis.
3. D.A. Simon. 1972
5. Alberta.
6. Education.
7. Educational Foundations.
8. Education.
9. Education. Indian.

61. The role of play activities among the Kwakiutl Indian
2. M.A. thesis.
3. D.P. Johns. 1971
5. Alberta.
6. Education.
7. Educational Foundations.
8. Education.
9. Education games. Indian. Kwakiutl.

62. Indian children's perception of sex roles
2. M.Ed. thesis.
3. C.M. Walters. 1970
5. Alberta.
6. Education.
7. Educational Foundations.
8. Education.
9. Education. Indian. Sex.

63. Self-concept and attitudes towards education of Indians and non-Indian students enrolled in an integrated school
2. M.Ed. thesis.
3. R.A. Clifton. 1971
5. Alberta.
6. Education.
7. Educational Foundations.
8. Education.
9. Education. Indian. Integration.

64. A descriptive study of motivational themes on the drawings of Indian, Métis and Eskimo students
2. M.Ed. thesis.
3. W.M. Zuk. 1970
5. Alberta.
6. Education.
7. Educational Foundations.
8. Education.
9. Art. Education. Eskimo. Métis.

65. Relations in education between the Federal and Territorial governments and the Roman Catholic Church in Mackenzie District, N.W.T., 1867-1961.
2. Ph.D. thesis.
3. R.J. Carney. 1971
5. Alberta.
6. Education.
7. Educational Foundations.
8. Education.
9. Education. Mackenzie. Northwest Territories. Religion.

66. An historical study of the education of the Indians at Teslin, Yukon Territories
2. M.Ed. thesis.
3. E.L. Bullen. 1968
5. Alberta.
6. College of Education.
7. Educational Foundations.
8. Education.
9. Education. Indian. Yukon.

67. Experiences of Indian students undergoing acculturation in urban areas
2. M.Ed. thesis.
3. D.H. Holmgren. 1971
5. Alberta.
6. Education.
7. Educational Foundations.
8. Education.
9. Acculturation. Education. Indian. Urban areas.

68. Northwest project training and recruitment study
2. Program of recruitment and training for Northern people during the operational phase of the gas pipeline.
Boreal Institute. Northwest Project Study Group.
3. November 1971-October 1972.
4. Mackenzie Valley.
5. Alberta.
6. Boreal Institute.
7. Education.
8. Education.
9. Education. Mackenzie. Pipeline. Recruitment.

69. Reading materials for use in the intermediate grades of the schools in the Northwest Territories
2. Boreal Institute.
3. Henning Jensen. 1972
4. Northwest Territories.
5. Alberta.
6. Education.
7. Elementary Education.
8. Education.
9. Education. Northwest Territories.

70. Changing patterns of education of Eskimos in Canada
2. Boreal Institute.
3. C.W. Hobart. 1970
5. Alberta.
6. Arts and Science.
7. Sociology.
8. Education.
9. Education. Eskimo.

71. An investigation of Eskimo carvers' opinions of their art
2. Boreal Institute.
3. F. Gonda. 1970
5. Alberta.
6. Arts and Science. Education.
7. Elementary Education.
8. Education.
9. Art. Education. Eskimo.

72. Report on Canadian Arctic Eskimos: some consequences of residential schooling
2. Journal of American Indian Education, 1968, Vol. 7, No. 2, p. 7-17.
3. C.W. Hobart. 1968
5. Alberta.
6. Arts and Science.
7. Sociology.
8. Education.
9. Education. Eskimo.

73. Correlation study of Indian and Eskimo games
2. Boreal Institute.
3. W. Zuk. 1970
5. Alberta.
6. Education.
7. Elementary Education.
8. Education.
9. Education. Eskimo. Games. Indian.

ENGINEERING:

74. Supplement Irrigation Scheduling in central and northern Alberta
3. E. Rapp. 1971
5. Alberta.
6. Engineering.
7-8. Agricultural Engineering.
9. Agriculture. Northern Alberta.

75. Studies in free and forced convection heat transfer under Arctic (or cryogenic) conditions
3. K.C. Cheng. 1971
5. Alberta.
6. Engineering.
7-8. Mechanical Engineering.
9. Arctic. Permafrost.

76. The systems approach to the production of housing
3. J.C. Sprague. 1971
5. Alberta.
6. Engineering.
7-8. Mechanical Engineering.
9. Housing. Petroleum. Industry.

77. A method of risk analysis for capital investment decisions associated with the petroleum industry in western and northern Alberta
3. J.C. Sprague. 1971
5. Alberta.
6. Engineering.
7-8. Mechanical Engineering.
9. Economics. Petroleum. Northern Alberta.

GEOGRAPHY:

78. Wood processing in peripheral economic regions
3. B.M. Barr. 1971
5. Alberta.
6. Arts and Science.
7-8. Geography.
9. Economics. Wood processing

79. Mining and settlement permanency in the Yukon
2. Boreal Institute Canada Council.
3. W.G. Laatsch. 1972
4. Clinton Creek, Elsa, Faro, Whitehorse, (Yukon).
5. Alberta.
6. Arts and Science.
7-8. Geography.
9. Mining. Settlement. Yukon.

80. Space-time analysis of population movement in the northwestern Canadian Arctic
2. Boreal Institute.
3. M.R. Hargraves.
5. Alberta.
6. Arts and Science.
7-8. Geography.
9. Arctic. Population.

81. Settlement patterns in the North
  3. William C. Wonders. 1972
  5. Alberta.
  6. Arts and Science.
  7-8. Geography.
  9. North. Settlement.

HEALTH SCIENCE:

82. Study of genetics, physiology, pathology, and ecology of the Eskimo
  2. The study is being conducted within the framework of the International Biological Program. Department of Indian Affairs and Northern Development. National Research Council. Department of National Health and Welfare. Canada Council. University of Manitoba.
  3. D.R. Hughes.
  4. Igloolik, Northwest Territories.
  5. Alberta.
  6. Faculty of Medicine.
  7-8. Medicine.
  9. Ecology. Eskimo. Genetics. Igloolik. Northwest Territories. Pathology. Physiology.

83. Study of HLA System in two Canadian Eskimo populations
  3. John Dossetor. 1972
  4. Mackenzie Delta, Northwest Territories.
  5. Alberta.
  6. Faculty of Medicine.
  7-8. Medical Research Council Transplantation Group.
  9. Eskimo. Medicine.

HISTORY:

84. The fur trade and the Chipewyan Indian
  2. The Western Canadian Journal of Anthropology, Vol. III, No. 1.
  3. James Parker.
  5. Alberta.
  6. Arts and Science.
  8. History.
  9. Chipewyan. Indian. Fur trade. History.

LINGUISTICS:

85. Cree
  3. Regna Darnell. 1972
  5. Alberta.
  6. Arts and Science.
  7. Anthropology.
  8. Linguistics/Anthropology.
  9. Anthropology. Cree. Linguistics.

86. Northern Athapaskans: Slaveys
  3. Sara Richmond. 1972
  4. Northern Alberta. Great Slave Lake, Northwest Territories.
  5. Alberta.
  6. Arts and Science.
  8. Linguistics.
  9. Athapaskan. Linguistics. Slave.

87. Cree teaching material
  3. Anthony L. Vourek. 1972
  5. Alberta.
  6. Arts and Science.
  7. Slavic Languages.
  8. Linguistics.
  9. Cree. Education. Linguistics.

88. Uquausilik: A dictionary of the Qairmirmuit dialect of the Caribou Eskimo
  2. Boreal Institute. University of Alberta. (Northern Science Research Group, Department of Indian Affairs and Northern Development.) M.A. thesis.
  3. K. Hansen. 1968
  5. Alberta.
  6. Arts and Science.
  7-8. Linguistics.
  9. Dictionary. Eskimo. Linguistics.

89. Linguistic diversity in Canadian society
  3. Regna Darnell.
  5. Alberta.
  6. Arts and Science.
  7. Anthropology.
  8. Linguistics.
  9. Anthropology. Linguistics.

PSYCHOLOGY:

90. Intellectual abilities and cultural influences: Eastern Eskimos and central Africans
  2. Boreal Institute.
  3. R.S. MacArthur. 1970
  5. Alberta.
  6. Education.
  7. Educational psychology.
  8. Psychology.
  9. Education. Eskimo. Psychology.

91. Mental abilities and psychosocial environments: Igloolik Eskimos
  2. Boreal Institute.
  3. R.S. MacArthur. 1970
  5. Alberta.
  6. Education.
  7. Educational psychology.
  8. Psychology.
  9. Education. Eskimo. Igloolik. Psychology.

POLITICAL SCIENCE:

92. An analysis of political power in the Northwest Territories
  2. Boreal Institute.
  3. L.A. Burkhart. 1972
  5. Alberta.
  6. Boreal Institute.
  7. Sociology.
  8. Political Science.
  9. Northwest Territories. Political Science. Sociology.

RELIGIOUS STUDIES:

93. Religious traditions of Amerindians
  3. P. Joseph Cahill. 1972
  5. Alberta.
  6. Arts and Science.
  7-8. Religious Studies.
  9. Indian. Religion.

SOCIOLOGY:

94. Sociocultural conditions and consequences of native education in the Arctic
  3. C.S. Brant and C.W. Hobart.
  5. Alberta.
  6. Arts.
  7-8. Sociology.
  9. Arctic. Education. Native peoples. Sociology.

95. Infant mortality of native children
    2. Department of National Health and Welfare.
    3. C. Hobart. 1972
    5. Alberta.
    6. Arts and Science.
    7-8. Sociology.
    9. Mortality. Native peoples. Sociology.

96. The marginal situation of Canadian Indians
    2. Boreal Institute.
    3. D. Loree. 1970
    5. Alberta.
    6. Arts and Science.
    7-8. Sociology.
    9. Indian. Sociology.

97. Social factors influencing perinatal and infant death rates in the Northwest Territories
    2. Boreal Institute.
    3. C.W. Hobart. 1972
    5. Alberta.
    6. Boreal Institute.
    7-8. Sociology.
    9. Mortality. Northwest Territories. Sociology.

98 Toward mainstream
    2. Western Canadian Journal of Anthropology.
    Vol. I, No. 1, 1969.
    3. Arthur K. Davis.
    5. Alberta.
    6. Arts and Science.
    7-8. Sociology.
    9. Sociology.

2. BRANDON UNIVERSITY

2.1 SPECIAL PROJECTS

Impacte Program

Impacte is a teacher education project for the overall purpose of certifying Indian and Métis students to teach in elementary schools. It aims at training teachers within the framework of the regular certification program at the Faculty of Education, Brandon University, and at providing a career ladder for Indian and Métis people.

These teachers will be especially skilled in dealing with Indian and Métis children and in working in the communities where these children live. The assumptions that are made here are:

- that trained native people are best qualified to relate well to children at the elementary level and the community and thus being able to provide a model for "significant others" to the native students of their schools;
- that the communities themselves have a significant contribution to make in determining the kind of education and the kind of teachers that their children should have.

The program takes two and one-half to three years to complete depending on student input. Impacte started in August 1971 and it is expected that the first graduates will be out by 1973 or 1974.

Impacte students are recommended by their local communities. The local community could be identified through the Indian School Council, the Indian Band Council, the local chapters of the Manitoba Indian Brotherhood, the Manitoba Métis Federation, the superintendents, the principals of the communities involved, or any combination of the above, and the Admissions Committee for Impacte.

All students who express a desire to participate in Impacte are expected to be interviewed by Impacte personnel and the local community. In addition, the prospective candidate is assessed as to his reading level ability in order to determine the level of materials that are to be provided, during orientation in August.

The project operates on an open-admissions policy; that is, students may have less than grade twelve. Students being admitted have the status of full-time special students at the Faculty of Education, Brandon University.

For four weeks before regular classes begin, an intensive orientation session is provided with major emphasis on study skills and library research.

There are two sections of Impacte: On-Campus and Off-Campus.

1. The Off-Campus Impacte presently operates in three centres in northwestern Manitoba: The Pas, Sandy Bay-Amarouth; and Birdtail River (where students are drawn from Elphinstone, Rossburn, Erickson, and St. Lazare). This section of the program is for treaty Indians and Métis students. The students of that section live at home in their own community and work part-time in the schools as student-teachers assisting the regular teachers in their instructional duties. Visiting instructors conduct credit courses in the Off-Campus centres with the necessary counselling and supportive services. Students of the Off-Campus centres attend Brandon University for a three-week period each term for course work, directed study and library work.

2. The On-Campus Impacte is limited to treaty Indians. The students live on-campus at Brandon and O-Za-Wee-Kwun Centre. They gain their field experience in the Brandon, O-Za-Wee-Kwun and Rivers Schools on a part-time basis (12 to 15 hours a week) and take courses at the University.

Impacte is directed by Dr. P.G. Halamandaris, Director of Educational Research, Faculty of Education, Brandon University, under a Steering Committee composed of the superintendents of the participating centres, the Manitoba Indian Brotherhood, the Manitoba Métis Federation, the Manitoba Teachers' Society, the Department of Youth and Education, the Department of Indian Affairs and Northern Development, the Faculty of Education, and students. The purpose of the Steering Committee is to provide communication between the various centres having students and to discuss the concerns and problems of these students. In addition, the Steering Committee services asan advisory board to Impacte, drawing the general guidelines for the program.

In addition Impacte has two Student Affairs Committees: a) Student Affairs Committee, Off-Campus and b) Student Affairs Committee, On-Campus. The purpose of these committees is to provide for student input into the program, particularly with respect to their problems and needs at the various centres and thus to improve the project in all its aspects.

The Impacte Curriculum Committee is composed of Faculty members, the Manitoba Métis Federation, the Manitoba Indian Brotherhood, and students. Its main function is to provide courses that are relevant to the students for their certification as elementary school teachers and at the same time meet their cultural needs by introducing new courses (such as "The Structure of Cree and Saulteaux").

The Impacte Admissions Committee is composed of Faculty members and people from the various communities where actual admission takes place.

In each centre a mentor is provided who acts as a local counsellor for the students and at the same time serves as a supervisor for student activities in the schools. In addition the mentor introduces various seminars for a course entitled "Introduction to Teaching."

Impacte is financed by the Federal and Provincial governments through the Department of Indian Affairs and Northern Development and the Research and Planning Division of the Manitoba Department of Education.

Four full-time and several part-time people are assigned to the project. All personnel have experience working with Indian and Métis students or with other minority groups.

Impacte students are required to complete the same number of credit hours with the same grade point average as other students in order to be recommended for a certificate and to complete a program similar to the first two years of the intercultural program of the Bachelor of Teaching.

Impacte students are presently taking the following courses:

54.133	History of Canada since 1534
90.131	Introduction to anthropology
28.152	Introduction to teaching (Including 12-15 hours per week in the schools)
24.262	Language arts in the elementary school
24.278	Teaching of mathematics in the elementary school
24.369	Introduction to audio-visual education
24.171	Structure of Cree
	Psychology of teaching and learning (In The Pas)
26.366	Community recreation
26.262	Teaching of Art K-6

Where possible, students will take regular arts and science courses. However, because of the limitations imposed by their work in schools and the fact that some students live off-campus, this is not always possible. Hence, special sections of regular courses, in some cases taught by specially employed instructors, may be needed. Examples of courses being developed for Impacte, but also available on-campus, are Introduction to the Cree language, Structure of Cree and Saulteaux, Community development, and Community recreation.

A basic assumption under which Impacte operates is the concept of adaptive education which implies that the whole system is geared towards facilitating the process of teaching and learning by adapting instructional and administrative procedures to the needs of the students. This concept requires reorganization of the course of study to allow students to make up whatever they need in order to pursue successfully the curriculum offerings. The emphasis is upon success. Students can be successful only if there are changes in curriculum and teaching within the university so that the focus is on the individual student.

It is characteristic of most university courses that the student's performance is indicated by a grade, which expresses the quality of the student's performance in each course taken. The shortcoming of this approach is that time and not achievement is held constant. The student is locked, so to speak, in a predetermined amount of time in which a set of competencies are expected to develop. It matters not whether he can acquire them at a desired level of proficiency in less or in more time. A major step towards adaptive education is reached when achievement becomes the constant and time the variable. Impacte operates under this basic assumption. Students are expected to attain in any course a satisfactory level but the time in meeting that level is varied. This adaptation of education to the needs of the student does not involve a lowering of standards.

KEYWORDS: Teacher education program

Pent Program

In the Faculty of Education two closely connected and correlative programs exist: Impacte and Pent. The latter is designed basically for teacher aides hired by the Federal Government, who are released annually for a spring and summer session of study at Brandon University. This allows them to accumulate twelve semester hours of training per year. In five years they can thus complete the two-year certification requirement. Pent offers training opportunities for Kindergarten and First Grade Teacher Aides of native origins wishing to become certified teachers. The first section enrolled in the spring of 1971; 31 of original 43 returned for the 1972 term and 10 new candidates accepted supporting services.

KEYWORDS: Teacher education program

2.2 CLASSES

ANTHROPOLOGY:

99. Ethnography of boreal Canada
2. Cultures and societies of woodland Canada, from Quebec to Yukon Territory; immediate pre-European contact period and the era of remote contact and trade upon the recent past, presenting aspects of the social anthropology of the cultures of the region; some attention is paid to contemporary structures and recent social change.
Half credit. Undergraduate. One term.
One anthropology class or consent of instructor.
3. 1972-1973
5. Brandon.
6. Arts and Science.
7-8. Anthropology.
9. Ethnography. Indian.

100. Ethnography of the Plains
2. Consideration of the ethnography of the Great Plains with particular attention to the northern part of this region and the cultures adjoining the woodland and prairie regions to the north and east; concentrates upon the period from 1850-1900, although some attention will be paid to 20th century development among Plains Indians.
Half credit. Undergraduate. Second term.
One anthropology class or consent of instructor.
3. S. Corrigan. 1972-1973
5. Brandon.
6. Arts and Science.
7-8. Anthropology.
9. Ethnography. Indian. Plains.

101. Ethnography of the Northwest Coast
2. Consideration of the cultures and societies of the northwestern coastal region of North America, from Oregon to Alaska; stresses the period from 1750 to 1900 A.D., although some attention is paid to 20th century patterns of culture; major concerns include exchange systems and environmental anthropology.
Half credit. Undergraduate. First term.
One anthropology class or consent of instructor.
3. S. Corrigan. 1972-1973
5. Brandon.
6. Arts and Science.
7-8. Anthropology.
9. Ethnography. Indian. Pacific coast.

102. Contemporary native people of Canada
2. Descriptive and analytic examination of the contemporary native of Canada; consideration of Indian legal status, treaties and scrip; native organizations; intercultural contact; cultural differences and similarities, both among native Canadians and Canadians of other origins and their effects upon the present life, problems and aspirations of Indian, Metis and Eskimo people.
Half credit. Undergraduate.
3. 1972-1973
5. Brandon.
6. Arts and Science.
7-8. Anthropology.
9. Eskimo. Indian. Metis. Native people.

103. Topics in native research
2. A research project undertaken by students either as individuals or in small groups under the supervision of a faculty member; consists only of library and/or field research or a special project of some kind, the results of which will be examined by a committee.
No credit given. Undergraduate.
3. 1972-1973
5. Brandon.
6. Arts and Science.
8. Anthropology.
9. Native people.

104. Ethnography of the Arctic
2. Detailed consideration of the social anthropology of Eskimo and Aleut; emphasis on 20th century social structures, religious beliefs and socioeconomic change in Canada and Alaska.
Half credit. Undergraduate. One term.
One anthropology class or consent of instructor.
3. 1972-1973
5. Brandon.
6. Arts and Science.
7-8. Anthropology.
9. Aleut. Arctic. Eskimo. Ethnography.

ART:

105. Canadian native art
2. Survey of the major forms and means of expression in Canadian native art with a concentration upon the Northwest Coast and Arctic regions; some attention paid to contemporary developments and to such neglected topics as Plains tapestry work, Micmac basketry, and Cree birchbark work.
Half credit. Undergraduate.
3. 1972-1973
5. Brandon.
6. Arts and Science.
8. Art.
9. Arctic. Art. Indian. Pacific Coast.

COMMERCE AND ECONOMICS:

106. Principles of economics
2. Brief examination of basic economic problems and of the institutions of mixed enterprise market economics; detailed analysis of national income and its distribution of demand and supply, and the problems of the firm and of international trade problems and policies.
Full credit. Undergraduate. Summer and Evening sessions.
3. 1972-1973
4. Churchill.
5. Brandon.
6. Arts and Science.
7-8. Economics.
9. Churchill. Economics. Manitoba.

EDUCATION:

107. Education of the Canadian Indian-Metis child
2. Survey of the fundamental processes of cultural development, transmission and change as illustrated in Indian and Métis communities; emphasis on cross-cultural change of personality, values, peer and folk culture, cultural change and normative culture in the education of the Indian-Métis child.
Half credit. Undergraduate.
3. 1972-1973
5. Brandon.
6. Education.
7-8. Education.
9. Education. Indian. Metis.

108. The strategies for teaching Canadian Indian-Metis children
2. The role of the school in the Indian-Metis community today; strategies for facilitating a learning environment in those communities; curriculum, procedures and materials; observation and participation in the development of educational programs.
Half credit. Undergraduate.
One education class.
3. 1972-1973
5. Brandon.
6. Education.
7-8. Education.
9. Education. Indian. Metis.

109. An open campus within the university system
2. An experienced program aimed at extending post-secondary education to isolated northern communities; about 200 to 250 students in the communities are to be taught through videotape recordings and local coordinators.
3. 1972-1973
5. Brandon.
6. Education.
7-8. Education.
9. Education. Manitoba.

110. Education of children with learning disabilities
2. A consideration of the child whose school performance or achievement in any given area is significantly below his capacity or potential; prescriptive planning based upon a behavioural task analysis and a psycholinguistic evaluation of the child.
3. 1972-1973
5. Brandon.
6. Arts and Science.
7-8. Education.
9. Churchill. Special education.

111. Canadian native education
2. Principles, policies and actual practices concerning the education of native people in Canada, both historically and at present; special attention paid to curriculum content, adequate recognition and use, Indian, Eskimo, and Métis distinctions, adult education and vocational training.
Half credit. Undergraduate.
3. 1972-1973
5. Brandon.
6. Arts and Science.
8. Education.
9. Education. Native people.

GEOLOGY:

142. Earth history
2. General survey course dealing with the history of the earth, paleogeography and the development of life.
Half credit. Undergraduate. Summer and Evening sessions.
3. 1972-1973
4. Churchill.
5. Brandon.
6. Arts and Science.
7-8. Geology.
9. Churchill. Geology.

HISTORY:

143. The Canadian North
2. Intensive study of the discovery, exploration and subsequent history of Canada's arctic and sub-arctic regions; students to carry out individual research on both historical and contemporary topics.
Full credit. Both terms. Undergraduate.
Admission by permission of instructor.
3. W.R. Morrison. 1972-1973
5. Brandon.
6. Arts and Science.
7-8. History.
9. Canadian North. History.

144. A history of native people in Canada
2. History of native people since the discovery of Canada; a look at interaction between native people and Europeans, as well as interaction among native people stemming directly and indirectly from contact.
Half credit. Undergraduate.
3. 1972-1973
5. Brandon.
6. Arts and Science.
8. History.
9. History. Native people.

LAW:

145. Canadian native law
2. Consideration of all aspects of law affecting native people in Canada with special reference to the Indian Act and Regulations, treaty rights, common law applicable only to people of native ancestry, and those statutes which pertain specifically to Métis people.
Half credit. Undergraduate.
3. 1972
5. Brandon.
6. Arts and Science.
7. Law.
9. Law. Native people.

LINGUISTICS:

146. Introduction to the Saulteaux language (1)
2. Half credit. Undergraduate. First term.
3. 1972-1973
5. Brandon.
6. Arts and Science.
8. Linguistics.
9. Linguistics. Saulteaux.

147. Introduction to the Saulteaux language (2)
2. Half credit. Undergraduate. Second term.
3. 1972-1973
5. Brandon.
6. Arts and Science.
8. Linguistics.
9. Linguistics. Saulteaux.

118. Introduction to the Cree language (1)
2. Elements of grammar and reading exercises. Half credit. Undergraduate. First term.
3. 1972-1973
5. Brandon.
6. Arts and Science.
8. Linguistics.
9. Cree. Linguistics.

119. Introduction to the Cree language (2)
2. Half credit. Undergraduate. Second term.
3. 1972-1973
5. Brandon.
6. Arts and Science.
8. Linguistics.
9. Cree. Linguistics.

120. Structure of Cree and Saulteaux
2. Introduction to the skills necessary for effective teaching of the language: reading, writing, and phonetic and grammatical structures of the languages, especially in comparison with the phonetic and grammatical structures of English. Half credit. Undergraduate. Speaking knowledge of Cree and/or Saulteaux.
3. 1972-1973
5. Brandon.
6. Arts and Science.
8. Linguistics.
9. Cree. Linguistics. Saulteaux.

LITERATURE:

121. Canadian native literature
2. Comprehensive examination of Indian literature in Canada, beginning with early texts recorded by the first European visitors to the country; considers such topics as the late 19th and early 20th century romanticists and historians such as Arthur Parker and Pauline Johnson; modern writers including Clutesi, Tetso, Sewid, Stump, Redbird, Beardy, Markoosie, Nungak, and Patronella Johnston. Full credit. Undergraduate.
3. 1972
5. Brandon.
6. Arts and Science.
8. Literature.
9. Literature. Native peoples.

122. Canadian native organization
2. Description and comparison of both past and contemporary native organization in Canada; national and Manitoba regional groups including political organizations, economic groups, and friendship centres. Half credit. Undergraduate.
3. 1972
5. Brandon.
6. Arts and Science.
8. Literature.
9. Native organization. Political Science.

MUSIC:

123. Canadian native music
2. Survey of the musical expressions of native people in Canada with emphasis upon the place of music in social structure both historical and contemporary; includes consideration of such topics as pow-wow organization, and English language songs as well as the musical forms and styles of Indian groups. Half credit. Undergraduate.
3. 1972-1973
5. Brandon.
6. Arts and Science.
8. Music.
9. Indian. Native people. Music.

2.3 RESEARCH

A number of research studies are being conducted at Brandon University to accompany the Impacte and Pent projects but information on these is presently not available. The research involves personnel from the education faculty, as well as from anthropology, sociology, history, psychology, and geography.

3. UNIVERSITY OF BRITISH COLUMBIA

3.1 SPECIAL PROJECTS

Committee on Arctic and Alpine Research

The Committee on Arctic and Alpine Research has existed at UBC since 1960 with the expressed aim of promoting interest among faculty, students, and the general public in both arctic and alpine regions. In addition to initiating its own action to fulfill this aim, the Committee has been able to give the University administration advice on the status of arctic and alpine research as the need has arisen. It acts, therefore, both as an interest and research provoking group, and as a focus for information and activities relating to the North on campus.

The membership of the Committee, is chosen to provide knowledge, ability, and competence in disciplines ranging from anthropology and sociology, through geography to the life and physical sciences. All members are currently or have only recently been active in research topics of immediate concern in arctic and alpine environments.

The Committee activities have largely been directed to the initiation or the broadening of research projects. The grants from the Department of Indian Affairs and Northern Development have enabled work to be undertaken, mainly in the Western Arctic, and in the Mackenzie Delta Region. Some of this work has been by faculty members, but it is important to report that sizeable amounts of money have been spent in aid of students working for graduate degrees. In this way fresh minds are being introduced to the Arctic with the hope that the region will claim the student's future allegiance.

At UBC, the Committee has sponsored seminars and public gatherings where students and faculty have reported on their activities as part of the function of stimulating interest. Also the Committee has received visiting persons who have stopped at UBC to exchange information and ideas on arctic and alpine topics.

KEYWORDS: Northern committee

Indian Languages

Canada's ten native Indian languages, each divided into many dialects, will be included in University of British Columbia linguistics courses which will focus on Canadian content for the first time in 1973. The courses have been planned with the idea that students will learn linguistics and at the same time focus on Canadian problems. Planning has been under the direction of Dr. Bernard Saint-Jacques, Acting Head of the Linguistics Department.

The Canadian scene provides a wide variety of interesting questions to the linguist, aside from the many Indian languages and dialects. The Indian languages should be studied because their structures, as well as the cultures they represent, are so different from western languages and thought. Every effort should be made to preserve them. On the west coast, the Salish family alone is divided into more than twenty languages.

KEYWORDS: Indian Languages Course

Indian Education

Education 479, Indian Education, is a new course, designed to aid teachers in adapting education to the needs of Indian students. A basic assumption in the course is that, while there are many similarities and differences between all individual children, present educational programs generally do not take into account differences, mostly cultural, which many Indian children share.

Indian Education is presented by many people including Indian teachers and students; representatives of Indian organizations; specialists in anthropology, sociology, psychology, language arts, Indian culture, arts and crafts; and by the course participants. A large part of the course is based on an exchange of ideas between people in the course. The course is coordinated by Dr. Art More and is presented during the summer session.

The content is divided into two parts. Part one emphasizes background knowledge and includes historical and contemporary background; attitudes towards education by Indian parents, teachers, students and organizations; and policies of the Provincial Department of Education, Department of Indian Affairs and British Columbia Teachers' Federation. Part two emphasizes adapting teaching to include language arts, using Indian contributions in teaching, community resources, and dealing with potential problem areas.

A majority of the resource personnel are Indian people--senior high school students, Indian artists, authors, dancers, politicians, people from the Education Committee, professional school teachers and others, including George Clutesi, Chief Dan George, Chief Phil Paul, and Bill Wilson. The non-Indian speakers are from the Department of Indian Affairs and from the Anthropology Department.

KEYWORDS: Summer course

Center for Continuing Education

The Center for Continuing Education is located on Chancellor Boulevard at Newton Crescent on the campus of the University of British Columbia, Vancouver. It aims to extend the resources of the university to provide opportunities for adults in British Columbia to continue their education.

The non-credit programs offered include the humanities, arts, sciences, social sciences, and continuing professional and technical education in engineering, law, education, community and regional planning, social work, forestry, food science, and agriculture.

The *Center for Continuing Education* also offers a limited number of degree-credit courses for those wishing to study on a part-time basis. In recent years these offerings have included late afternoon, evening, and weekend lecture courses, both on the campus and in other places, as well as correspondence or independent study courses. Some years ago, an "Intersession" term, May to July, was added.

The degree-credit courses include the humanities, arts, commerce, education, nursing, and sciences. Classes in education, English, general science, and psychology are being offered by the College of Education at Abbotsford, Burnaby, Campbell River, Chilliwack, Coquitlam, Cranbrook, Delta, Grand Forks, Kamloops, Kitimat, North Vancouver, Powell River, and Prince George.

Indian Education Resources Center

The *Indian Education Resources Center* was established at the University of British Columbia in September, 1970. It was the first of its kind in Canada to be run almost entirely by native Indians. The Centre is funded mainly by a grant from the Education Division of the Canada Department of Indian Affairs and Northern Development. Supplementary funding has been obtained from a variety of sources.

The *Indian Education Resources Center* is governed by a Council consisting of fifteen native Indian teachers elected by the British Columbia Native Indian Teachers' Association. Elected Chairman of the Council is Mr. Alvin Mckay, a native Indian who is principal of the Greenville Indian Day School, located north of Terrace. British Columbia.

Dr. Art More of the University of British Columbia's Faculty of Education has been largely responsible in the past for the negotiations that led to the establishment of the Center. While a search was being conducted for an Indian educator to assume the position of Acting Director, Dr. More was elected Consultant in 1972. The Council's Chairman is George Wilson and the Co-Chairmen are Miss Joan Ryan and Bert Makay.

The aim of the *Indian Education Resources Center* is to improve the educational opportunities for Indian students in British Columbia. Activities include:

- developing and distributing a collection of books, articles, periodicals, newspapers, teachers' aids, and photographs containing accurate, up-to-date information for use by students, teachers, Indian School Committees, and many others.
- sponsoring courses, workshops, and programs concerned with various facets of Indian culture and history, Indian education, and Indian

students, particularly for teachers of Indian students.

- developing communication between the many groups involved in Indian education, such as the Union of British Columbia Indian Chiefs and the Raven Society which distributes audio- and videotapes.

- providing facilities for research and program development related to Indian education.

- working directly with education committees, teachers, and community groups on such projects as local orientation courses for teachers, development libraries, and study centers in Indian communities.

- publishing the Indian Education Newsletter which is distributed to teachers, Indian school committees, Indian bands, students and others throughout Canada.

- developing and distributing curriculum materials for use in schools; distributing class sets of books.

- participating in the teaching of "Indian Education," a training course for Indian Home-School Coordinators, and many other non-credit courses.

- administering the British Columbia Native Indian Teachers' Association, membership of which is open to "status" or "non-status" British Columbia Indians who possess any kind of teaching certificate, are student teachers, or in the opinion of the Membership Committee have made a significant contribution to Indian education.

Another important aspect of the Center's activities is the "Indian Home-School Coordinator" which provides liaison between home and school. There is no definite set of duties for the Home-School Coordinator as the needs and problems vary from area to area but his duties may include:

1) Acting as liaison between teachers-students, teachers-parents, students-parents, parents-school board, parents-band council, band council-school board, B.C. Department of Indian Affairs-Indian people, B.C. Department of Indian Affairs-people.

2) Interviewing students regarding marks, attendance, ambitions, personal problems.

3) Interviewing parents on educational matters, child progress, education involvement, and participation.

4) Meeting with principals, teachers, and staff on matters concerning mutual cooperation between Indians and the educational system.

5) Helping students to apply for vocational schools, residences, special programs, boarding program, etc.

6) Aiding students in matters of tuition allowance.

7) Helping in Education Committee meetings.

8) Reporting to Band meetings on educational matters.

9) Laying the groundwork for Adult Education Programs.

10) Becoming involved in special educational projects.

The Home-School Coordinator is not required to perform the following duties but may well find himself involved in them:

1) truant work.

2) court work (aside from advisory capacity).

3) teacher or instructor in school.

KEYWORDS: Indian Resource Center

3.2 CLASSES

ANTHROPOLOGY:

124. Indians of North America
    2. Native cultures of the United States and Canada; linguistic and cultural relationships; the culture of reserve and the reserve system in both countries.
    Full credit. Undergraduate. Winter session.
    One anthropology class or permission of the department.
    3. 1972-1973
    4. Vancouver.
    5. British Columbia.
    6. Arts.
    7-8. Anthropology.
    9. Anthropology. Culture. Indian. North America.

125. Ethnography of the northwest coast
    2. Specialized study of ethnographic and theoretical problêms of the region.
    Full credit. Undergraduate. Winter session.
    One anthropology class or permission of the department.
    3. Wilson Duff. 1972-1973
    4. Vancouver.
    5. British Columbia.
    6. Arts.
    7-8. Anthropology.
    9. Anthropology. Ethnology. Pacific coast.

126. Indians of British Columbia
    2. Examination of the relations between Indian and non-Indian cultures, with special reference to current Indian situations and anthropological background.
    Full credit. Undergraduate. Winter session.
    3. Wilson Duff. Mike Kew. Robin Ridington. Gloria Webster. 1972-1973
    4. Vancouver.
    5. British Columbia.
    6. Arts.
    7-8. Anthropology.
    9. Anthropology. Culture. Indian.

127. Cross-cultural education (Native Indians)
    2. Techniques for adapting teaching to the needs of Indian students; methods of enriching the curriculum by including the cultural background of all students; examination of the anthropological, sociological and historical background of native Indians.
    Full credit. Undergraduate. Winter session.
    One education class and one anthropology class or permission of the instructor.
    3. 1972-1973
    4. Vancouver.
    5. British Columbia.
    7-8. Anthropology.
    9. Cross-cultural education. Indian.

128. North American Indian
    2. Full credit. Graduate. Winter session.
    3. David F. Aberle. 1971-1972
    5. British Columbia.
    6. Arts.
    7-8. Anthropology.
    9. Anthropology. Indian.

129. Kinship
    2. Full credit. Undergraduate. Winter session.
    3. David F. Aberle.
    5. British Columbia.
    6. Arts.
    7-8. Anthropology.
    9. Anthropology. Kinship.

130. Cultural evolution and cultural ecology
    2. Deals with data on tribes of the Northwest Coast and adjacent areas, including some Eskimo groups, all of the Alaskan and Canadian Athapaskan tribes, the western Cree, and a few Salishan plateau tribes.
    Full credit. Graduate. Winter session.
    3. David F. Aberle.
    5. British Columbia.
    6. Arts.
    7-8. Anthropology.
    9. Athapaskan. Cree. Indian. Eskimo. Pacific coast.

ARCHAEOLOGY:

131. Archaeology of British Columbia
    2. Prehistory of the Pacific Northwest and archaeological field work in this area; excavations at prehistoric sites near Vancouver.
    Full credit. Undergraduate. Winter and Summer session.
    One anthropology class or consent of the department.
    3. R. Matson. 1972-1973
    4. Vancouver.
    5. British Columbia.
    6. Arts.
    7-8. Archaeology.
    9. Archaeology. Pacific coast. Prehistory.

ART:

132. Art of North America
    2. The art and architecture of Canada and the United States from the 17th century to the present.
    Full credit. Undergraduate. Winter session.
    3. Doreen E. Walker. 1972-1973
    5. British Columbia.
    6. Faculty of Arts.
    7. Fine Arts.
    8. Art history.
    9. Art. North America.

133. Studies in Canadian Art
    2. Full credit. Graduate. Winter session.
    Fine Arts 365, or permission of instructor.
    Two seminars devoted to the study of the art of the Eskimo.
    3. Doreen E. Walker. 1972-1973
    5. British Columbia.
    6. Faculty of Arts.
    7. Fine Arts.
    8. Art history.
    9. Art. Eskimo.

GEOGRAPHY:

134. Geography of the Canadian Arctic
2. The patterns of physical and human geography in Canada's northland; the impact of the physical environment on the human occupancy of the North; exploration, trade and settlement; northern resources; current economic and social problems.
Full credit. Undergraduate. Winter session.
3. J.K. Stager. 1972-1973
5. British Columbia.
6. Arts.
7-8. Geography.
9. Arctic. Geography.

135. Geography of Canada
2. Selected aspects of set regions of Canada; physical environments, natural resources, primary industries, urban patterns; the Arctic is included.
Full credit. Undergraduate. Winter session.
One geography class or instructor's permission.
3. J.L. Robinson. 1972-1973
5. British Columbia.
6. Arts.
7-8. Geography.
9. Arctic. Geography.

136. Western Arctic (Canada)
2. Half credit. Graduate. Winter session.
A directed reading course/seminar. Topics selected for student needs. Permission of the instructor.
3. J.K. Stager. 1972-1973
5. British Columbia.
6. Arts.
7-8. Geography.
9. Arctic. Geography.

137. Permafrost
2. Energy balance in permafrost areas.
Half credit. Graduate. ~~Winter~~ session.
3. J.R. Mackay. 1972-1973
5. British Columbia.
6. Faculty of Arts.
7-8. Geography.
9. Geography. Permafrost.

138. Permafrost and the arctic and alpine environments
2. An analysis of permafrost, periglacial forms, ground ice, and related physical features of the environment in the arctic, sub-arctic, and alpine areas of Canada; importance of environmental factors in northern development.
Half credit. Undergraduate. Winter session.
3. J.R. Mackay. 1972-1973
5. British Columbia
6. Faculty of Arts.
7-8. Geography.
9. Alpine. Arctic. Geography. Permafrost.

3.3 RESEARCH

ANTHROPOLOGY

139. Reconstruction of Tutchone economic organization
2. The Tutchone live in the Yukon Territory. Like other Athapascan groups, their economic life has changed greatly in recent decades. It is proposed by discussion with informants and analysis of archival materials to reconstruct the modes of organization of production and distribution of one group of Tutchone prior to these recent changes.
Ph.D. thesis. Canada Council Foreign Fellowship.
3. Dominique Legros. 1972
4. Yukon.
5. British Columbia.
6. Faculty of Arts.
7. Anthropology and Sociology.
8. Anthropology.
9. Athapascan. Anthropology. Economics. Indian. Tutchone.

140. Lexical Reconstruction: The case of proto-Athapascan kinship
2. Assembles kinship data on most Athapaskan tribes of Canada, Alaska, Oregon, California, and Southwestern United States, reconstructs proto-Athapascan kinship terminology and infers proto-Athapascan kinship organization, critically evaluates prior reconstructions.
Manuscript in final preparation of bibliography and final proofing, for submission to Cambridge University Press.
UBC Faculty Research Grant.
3. Isidore Dyen. David F. Aberle. 1972
5. British Columbia.
6. Faculty of Arts.
7. Anthropology and Sociology.
8. Linguistics and Anthropology.
9. Anthropology. Athapascan. Indian. Kinship. Linguistics.

141. Yukon Indian nutritional status survey
3. M. Lee, B. Alfred, and a team of physicians, dentists, biochemists, and dietitians.
5. British Columbia.
7. School of Home Economics, Department of Anthropology and Sociology, plus physicians, dentists, biochemists, and dietitians.
8. Anthropology.
9. Anthropology. Indian. Household science. Nutrition. Yukon.

142. Ethnographic study of Southern Carrier Indians
2. National Museum.
3. M. Kew. 1972
4. Nazko and Kluskus, British Columbia.
6. Faculty of Arts.
7. Anthropology and Sociology.
8. Anthropology.
9. Anthropology. Carrier. Ethnology. Indians.

143. Peace River Beaver
3. Robin Ridington. 1972
4. British Columbia Beaver reserves: Prophet River, Blueberry (Fort Cree), Doig River, Halfway River.
5. British Columbia.
6. Arts.
7. Anthropology/Sociology.
8. Cultural Anthropology.
9. Anthropology. Beaver. Indian.

144. Sekani
3. Stuart H. Stevenson. 1972
4. Northern interior British Columbia (Fort Ware)
5. British Columbia.
6. Arts.
7. Anthropology/Sociology.
8. Social Anthropology.
9. Anthropology. Sekani. Sociology.

145. Economic cooperation and networks of mutual assistance in an Athapascan community
2. National Museum of Man.
3. Stuart H. Stevenson. Summer 1971-Summer 1972.
4. Fort Ware, British Columbia; possibly also Finlay Forks.
5. British Columbia.
6. Arts.
7. Anthropology/Sociology.
8. Anthropology.
9. Anthropology. Athapascan. Economics. Sociology.

146. Athabascans and Alaskans
2. Comparative research on Canadian and Alaskan Athabaskans.
3. David Aberle. 1972
4. Athabasca.
5. British Columbia.
6. Arts.
7. Sociology/Anthropology.
8. Anthropology.
9. Alaska. Athabascan. Ethnology.

147. Northern Canada
3. Michael J.E. Kew. 1972
4. Northern Canada in general; British Columbia in particular; Northern Saskatchewan.
5. British Columbia.
6. Arts.
7. Anthropology/Sociology.
8. Anthropology.
9. Ethnology. Indian. Saskatchewan. Sociology.

148. The social organization of Ross River Indians
2. Canada Council.
3. Roger McDonnell. 1972
4. Ross River.
5. British Columbia.
6. Arts.
7. Anthropology/Sociology
8. Anthropology.
9. Anthropology. Indian. Ross River. Sociology. Yukon.

149. Cultural ecology of the Tutchone Indians of Ross River, Yukon Territories
2. Ph.D. thesis.
3. Roger McDonnell. 1972
5. British Columbia.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Ecology. Indian. Tutchone. Ross River. Yukon.

ART:

150. The guest who never left. A study of the origin of the people of the Northwest Coast from the Indian point of view
2. This is a collection of the myths of the people of Dalamahamud and is at present in manuscript form under discussion with a publisher. Canada Council Grant.
3. Frances M.P. Robinson. 1972
4. Upper reaches of the Skeena River and the Nass.
5. British Columbia.
7. Fine Arts.
8. Arts.
9. Art. Indian. Mythology. Pacific coast.

151. Northwest Coast Indian art
3. Frances Robinson. 1972
5. British Columbia.
6. Arts.
7. Fine Arts.
8. Art.
9. Arts. Indian. Pacific coast.

152. Northwest Coast Indian art
3. Doreen Walker. 1972
5. British Columbia.
6. Arts.
7. Fine Arts.
8. Art.
9. Art. Indian. Pacific coast.

BIOLOGY:

153. Computer simulation models of decomposition and nutrient flux in arctic ecosystems
2. Primarily a data synthesis and the development of generalized simulation models.
United States National Committee of the International Biological Program; Canadian National Committee of the International Biological Program.
3. Fred Bunnell.
4. Canadian data from Devon Island Project.
6. Faculty of Forestry/Institute of Animal Resource Ecology.
9. Arctic. Devon Island. Ecology. Northwest Territories.

COMMERCE AND ECONOMICS:

154. Macroeconomic consequences of northern pipelines
2. Project involves building a pipeline sector into the RDX2 quarterly econometric model of the Canadian economy. Simulations then used to assess impacts on exchange rate, trade, employment, prices, and so on.
3. John Helliwell (faculty) plus six senior undergraduates.
4. Vancouver.
5. British Columbia.
6. Faculty of Arts.
7. Economics.
8. Economics.
9. Economics. Pipelines.

155. Resource allocation for medium Peace River flow in British Columbia
2. A linear programming study dealing with possible optimal enterprise combinations for a medium farm in the Peace River Area, B.C. Funded by B.C. Agricultural Services Coordinating Committee through the Faculty of Agricultural Sciences Research and Development Fund, U.B.C.
M.Sc. thesis abstract, Department of Agricultural Economics, U.B.C. September 1972.
3. R.G. Holtby. 1972
4. Dawson Creek.
5. British Columbia.
6. Agricultural Sciences.
7. Agricultural Economics.
8. Economics.
9. Economics. Resource allocation. Peace River.

156. Native peoples and northern development
2. Eighteen-page research paper (survey of research done on the subject, and suggestions for further research studies); part of larger working paper prepared by Dr. H. Hawthorn for seminar on Northern Development, held in Mont Gabriel, Quebec, October 1972.
Northern Science Research Group, Department of Indian Affairs and Northern Development.
3. Stuart M. Jamieson.
5. British Columbia.
6. Economics.
7-8. Economics.
9. Anthropology. Economics. Native people. Northern development.

157. Financing government operations in the Yukon Territory: A review of present methods and taxes, possible new taxes and the impact of the cost of living
2. Government of the Yukon Territories.
3. D.R. [illegible]. May-September 1972.
4. Whitehorse, Yukon Territories.
5. British Columbia.
6. Faculty of Commerce and Business Administration.
8. Commerce.
9. Commerce. Economics. Yukon.

EDUCATION:

158. Physical working capacity of Watson Lake and Ross River Indian school children
2. The Committee on Research, The University of British Columbia.
3. Stanley R. Brown. March 1970
4. Watson Lake, Ross River,Yukon Territories
5. British Columbia.
6. School of Physical Education and Recreation.
8. Physical Education.
9. Education. Indians. Physical education. Ross River. Watson Lake. Yukon.

ENGINEERING:

159. River flow [illegible]
2. B.C. Disaster Relief Fund.
3. M.C. Quick.
4. Fraser River; North and South Saskatchewan River.
5. British Columbia.
6. Civil Engineering.
8. Engineering.
9. Engineering. Saskatchewan.

160. Hydraulics and hydrology of certain powers: Northern Alberta, Mackenzie Valley, N.W.T. Northern Yukon and Northern Alaska
2. Undertaken as consultant research, on basis that special knowledge of the consultant is not otherwise available in business community. Mackenzie Valley Pipeline Research Ltd., Calgary, Alberta.
3. M. Church. 1971
5. British Columbia.
6. Arts.
7. Geography.
8. Engineering.
9. Alaska. Alberta. Northwest Territories. Yukon.

GEOGRAPHY:

161. Reindeer herding in the Mackenzie Delta region: A social and economic study of a northern resource industry
2. Canadian Wildlife Service.
3. J.K. Stager and K.G. Denilce.
4. Mackenzie Delta Region.
6. Arts.
7-8. Geography.
9. Geography. Mackenzie. Reindeer. Wildlife. Management. Northwest Territories.

162. Dual allegiance in the Mackenzie Delta, Northwest Territories - Aspects of the evolution and contemporary spatial structure of a northern community
2. Ph.D. thesis.
3. J. Wolforth. 1971
5. British Columbia.
6. Arts and Science.
7-8. Geography.
9. Communities. Geography. Mackenzie. Northwest Territories.

163. Vegetation and environment in the Mackenzie River Delta, Northwest Territories
2. Ph.D. thesis.
3. D. Gill. 1971
5. British Columbia.
6. Arts and Science.
7-8. Geography.
9. Ecology. Environment. Geography. Mackenzie. Northwest Territories.

164. The Bankslanders; Economy and ecology of a frontier trapping community
2. Ph.D. thesis.
3. Peter J. Usher. 1971
5. British Columbia.
6. Arts and Science.
7-8. Geography.
9. Banks Island. Ecology. Economics. Geography. Northwest Territories. Wildlife. Management.

165. Fur trading posts in the Mackenzie Region up to 1850.
2. Arctic and Alpine Committee and University of British Columbia.
3. John K. Stager. 1962
4. Archival research, Ottawa.
5. British Columbia.
6. Arts and Science.
7. Geography.
8. Historical Geography.
9. Fur trade. Geography. Mackenzie. Northwest Territories.

166. Progress report on the analysis of the characteristics and distribution of pingos east of the Mackenzie Delta
2. The locations and characteristics of 1380 pingos were recorded from study of aerial photographs and visit to the Mackenzie Delta in 1954. Nearly all are found in lake basins.
3. John K. Stager. 1956.
5. British Columbia.
6. Arts and Science.
7. Geography.
8. Geography.
9. Geography. Geology. Mackenzie. Permafrost. Northwest Territories.

167. Alexander Mackenzie's exploration of the Grand River
2. Account of the first of Mackenzie's explorations in 1789, when he explored and mapped the Mackenzie River.
3. John K. Stager. 1965
5. British Columbia.
6. Arts and Science.
7-8. Geography.
9. Explorations. Geography. History. Mackenzie. Northwest Territories.

GEOLOGY:

168. Structure and metamorphism of Southern Cariboo Mountains; structure and petrology of Pioneer ophiolite
2. Doctoral research in field geology. Energy Mines and Resources. Northern Research Council.
3. L.C. Pigage. R.L. Wright. H. Greenwood. 1972
4. Cariboo Mountains. Wells Gray Park. Pioneer Mine Area, British Columbia.
5. British Columbia.
7. Geological Sciences.
8. Geology.
9. Cariboo. Geology.

169. Geomagnetic depth sounding across British Columbia at 54 degrees North
2. Northern Research Council. University of British Columbia.
3. H. Dragert. Summer 1969 to present.
4. Jasper, Alberta to Prince Rupert, B.C.
5. British Columbia.
6. Faculty of Science.
7. Geophysics and Astronomy.
8. Geology.
9. Geology. British Columbia.

170. Geomorphic processes, Mackenzie Valley and Arctic Coast
2. Geological Survey of Canada. National Research Council. Department of Indian Affairs and Northern Development.
3. J.R. Mackay. 1972
4. Mackenzie Valley and Arctic Coast.
5. British Columbia.
7. Geography.
8. Geology.
9. Arctic. Geology. Mackenzie. Northwest Territories.

171. Bedrock and overburden geochemistry at the Anvil Mine, Yukon Territories
2. Study of dispersion of trace elements in relation to Pb-Zn mineralization. Dynasty Exploration Limited.
3. P. Morton. K. Fletcher. 1970 to present.
4. Anvil Mine, Yukon Territories.
5. British Columbia.
7. Geological Sciences.
8. Geology.
9. Anvil Mine. Geology. Yukon.

172. Surging glacier research
2. Geophysical field measurements on three surge-type glaciers in the Yukon provide the observational basis for a quantitative model of the glacier surge mechanism. Environment Canada. Northern Research Council. University of British Columbia.
3. G.K.C. Clarke. 1968 to present.
4. Rusty, Trapridge and Steele Glaciers, Yukon Territories.
5. British Columbia.
6. Faculty of Science.
7. Geophysics and Astronomy.
8. Geophysics/Geology.
9. Geography. Geology. Yukon.

173. Regional geochemistry of the Hess Mountains, Yukon Territory, in relation to wildlife nutrition and mineral exploration
2. National Research Council.
3. P. Doyle. K. Fletcher. V.C. Brink. 1969 to present.
4. Eastern Yukon-MacMillan Pass.
5. British Columbia.
7. Geological Sciences Centre and Department of Plant Science.
8. Geology.
9. Hess mountains. Geology. Wildlife. Management. Yukon.

174. Hydrology and fluvial sedimentation in the Eastern Canadian Arctic
2. Canada Department of Energy, Mines and Resources; Geological Survey; Institute of Arctic and Alpine Research; University of Calgary.
3. M. Church. 1971
4. Eastern Baffin Island, N.W.T.
5. British Columbia.
6. Arts.
7. Geography.
8. Geology.
9. Arctic. Baffin Island. Engineering. Geology. Northwest Territories.

175. Seismic effects along a possible pipeline route
2. Mackenzie Valley Pipeline Research.
3. R.D. Russel and R.M. Clowes.
5. British Columbia.
7. Geophysics.
8. Geology.
9. Geology. Mackenzie. Pipeline. Northwest Territories.

HISTORY:

176. The attitudes and policies of the Federal Government towards Canada's Northern Territories: 1870-1930
2. M.A. thesis.
3. John A. Boney. 1967
5. British Columbia.
6. Arts.
7-8. History.
9. History. Northwest Territories. Political science. Yukon.

INTER- AND MULTIDISCIPLINARY:

177. A study on forest harvesting and other land use operations and the development of and regulations to be applied to these operations in the Upper Liard River drainage area centred at Watson Lake, Yukon Territories. A study on the relationship among soils, vegetation and land forms in the Wrigley area, Northwest Territories
   2. 1971 report available. 1972 report available January 1, 1973. Department of Indian Affairs and Northern Development.
   3. L.M. Lavkulich. 1969
   4. Watson Lake, Fort Simpson, and Wrigley.
   5. British Columbia.
   6. Faculty of Agricultural Sciences.
   7. Soil Science.
   8. Multidisciplinary.
   9. Environment. Geography. Yukon.

178. Recreation resources analysis: Development of a highway-oriented park and forest recreation systems plan for Northeastern and Northwestern British Columbia
   2. Research program focuses on methods of forest landscape description and design, botanical, wildlife, and geological assessments of high sites, and the history, land use, and land values, associated with the access corridor of the Provincial North. No reports yet available. British Columbia Government, Department of Recreation and Conservation, Parks Branch.
   Research in two associated areas to the above are also in progress:
      (1) in development of a recreation information retrieval and computer graphic display data system.
      (2) in determination of tourist motivators, perceptions, attitudes and expenditures associated with Northern British Columbia recreation travel.
   3. P.J. Dooling. 1972
   4. Access corridors of the Hart, Alaska, Stewart-Cassiar and No. 16 highways. Prince George, British Columbia to Watson Lake, Yukon.
   5. British Columbia.
   6. Faculty of Forestry.
   8. Multidisciplinary.
   9. Environment. Geography. Recreation.

179. Ecology of the alpine and timberline vegetation of Big White Mountain, British Columbia
   2. Ph.D. thesis.
   3. M. Eady. 1971
   5. British Columbia.
   6. College of Science.
   7. Botany.
   8. Multidisciplinary.
   9. Alpine. British Columbia. Ecology. Environment.

LINGUISTICS:

180. Sechelt language
   2. To produce a grammar and dictionary of Sechelt; most of the material has been collected and some of it has been analyzed. (August, 1971: paper "Sechelt if-clauses" presented at University of Oregon, Western Conference on Linguistics)
   U.B.C. Research Grants 1970-71; 1971-72
   3. Ronald C. Beaumont. 1970
   4. Sechelt, British Columbia.
   5. British Columbia.
   6. Faculty of Arts.
   7. German.
   8. Linguistics.
   9. Indian. Linguistics. Sechelt.

181. North American Indian languages
   3. Ronald C. Beaumont. 1972
   5. British Columbia.
   6. Arts.
   7. German.
   8. Linguistics.
   9. Indian. Linguistics.

182. Canada (West Coast)
   3. Ronald C. Beaumont. 1972
   5. British Columbia.
   6. Arts.
   7. German.
   8. Linguistics.
   9. Linguistics. Pacific Coast.

POLITICAL SCIENCE AND ADMINISTRATION:

183. International regulation of ships
   2. Part of the Canadian project on problems of International Regulation and Cooperation.
   3. M. Zacher. 1972
   5. British Columbia.
   6. Institute of International Relations.
   8. Political Science.
   9. Law. Maritime regulations. Political science.

WILDLIFE MANAGEMENT:

184. Thin Horn Sheep Range in Northern British Columbia
   2. British Columbia and Wildlife Branch. Canada Land Inventory.
   M.Sc. thesis.
   3. A. Luckhurst.
   5. British Columbia.
   7. Plant Science.
   8. Wildlife Management.
   9. Ecology. Environment. Sheep. Wildlife management.

185. Moose-forestry interactions, North Central British Columbia
   2. British Columbia Wildlife Branch.
   3. D. Eastman. R. Silver.
   4. Prince George-Big Beaver Lake, B.C. Cameron R. Reserve-Northeastern B.C.
   5. British Columbia.
   7. Plant Science.
   8. Wildlife Management
   9. British Columbia. Environment. Wildlife management.

186. Population dynamics of Rock Ptarmigan, Chilkoot Pass
   2. Ph.D. thesis.
   3. D. Mossop. 1971
   5. British Columbia.
   6. College of Science.
   7. Zoology.
   8. Wild Life Management.
   9. Birds. Chilkoot Pass. Population dynamics. Wildlife management. Yukon.

187. The metabolic adaptation of the Beaver (Castor canadensis kuhl) to the arctic energy regime
   2. Ph.D. thesis.
   3. M. Aleksiuk. 1971
   5. British Columbia.
   6. College of Science.
   7. Zoology.
   8. Wild Life Management.
   9. Arctic. Beaver. Wildlife management.

188. Population dynamics of Rock Ptarmigan in Alaska
2. Ph.D. thesis.
3. J. Theberge. 1971
5. British Columbia.
6. College of Science.
7. Zoology.
8. Wild Life Management.
9. Alaska. Birds. Population dynamics. Wildlife management.

189. Rangifer-range relations
2. Coordinating and synthesizing existing data: employing data of Canadian Wildlife Service for Canadian conditions.
United States National Committee of the International Biological Program.
Norwegian National Committee of the International Biological Program.
Swedish National Committee of the International Biological Program.
3. Fred Bunnell. Don Russell. 1972
5. British Columbia.
6. Faculty of Forestry/Institute of Animal Resource Ecology.
8. Wildlife Management.
9. Caribou. Reindeer. Wildlife management.

190. The winter behavior of Ptarmigan and its relevance to population dynamics
2. Northern Research Council.
3. Dave Mossop. 1971
5. British Columbia.
6. Arts and Science.
7. Department of Animal Science.
8. Wild Life Management.
9. Birds. Population dynamics. Wildlife management.

191. Spatial and population dynamics of a Dall sheep population
2. Cooperating with Drs. Kelsall, Simmons, and Telfer of Canadian Wildlife Service to compare dynamics in harvested and unharvested herds. Arctic and Alpine Research Committee, U.B.C.
3. Fred Bunnell. Neil Olsen. 1972
4. Sheep Mountain. Yukon Territory.
5. British Columbia.
6. Forestry Institute of Animal Resource Ecology.
8. Wildlife Management.
9. Population dynamics. Sheep. Wildlife management. Yukon.

192. Utilization of high altitude habitats by wild ungulates
2. Committee on Arctic and Alpine Research.
3. W.D. Pitts and R.K. Hudson. 1971
5. British Columbia.
6. Arts and Science.
7. Department of Animal Science.
8. Wild Life Management.
9. Alpine. Wildlife management.

193. Population dynamics, herd structure and movement of Dall Sheep
2. M.Sc. thesis.
3. N.A. Olsen. 1971
5. British Columbia.
6. Faculty of Forestry.
7. Forestry.
8. Wild Life Management.
9. Population dynamics. Sheep. Wildlife management.

194. Ecology of Dall Sheep (Orvis dalli) with special reference to range use strategy
2. Northern Research Council. University of British Columbia. Committee on Arctic and Alpine Research.
3. Monfred Hoefs. 1969-1972
5. British Columbia.
6. Graduate Studies.
7. Zoology.
8. Wild Life Management.
9. Ecology. Sheep. Wildlife management.

195. The social and resource use strategies of the wolf (Canis Lupus) in an arctic-alpine ecosystem
2. Northern Research Council. Boone and Crockett Club. Mellon Foundation.
3. Gordon Haber. 1965-1972
4. Mount McKinley Park, Alaska.
5. British Columbia.
6. Graduate Studies.
7. Zoology.
8. Wild Life Management.
9. Alpine. Arctic. Ecology. Wildlife management.

Initial selection of students is made through the District Superintendents, Department of Indian Affairs, working with the local Education Committees where they exist. Students should normally have some Grade eleven subjects and, if possible, some Grade twelve subjects. Preference is given to those who are twenty-three years of age or older but promising younger students are not discouraged from making application. Preference also is given to successful teacher aides. Applicants are brought to the University of Calgary and are interviewed by a team of members of the Steering Committee. Students are given tests in vocabulary, in reading comprehension, and in written composition. A limited number of out-of-province students can be admitted. In addition, if funds can be found for their support, a limited number of Métis students may also be admitted.

An orientation period of two weeks precedes the first day of lectures.

KEYWORDS: Teacher education program

Indian Studies Group

In 1970, faculty members from the three Alberta universities and personnel from the Indian Affairs Branch and various Indian associations formalized a Provincial Universities' Intercultural Education Committee to coordinate efforts at the three centres in research and teaching. The Committee intended to

1) Promote and encourage the education of native people in Alberta and the Northwest Territories;

2) Exchange information among member organizations regarding teacher education, research, and special projects;

3) Collect and make available information on native education;

4) Advise particular organizations, cooperate with other university efforts, and assist with obtaining financial assistance for worthy projects of member organizations.

The Indian Studies Group contracted with the Indian Affairs Branch of the Federal Government's Department of Indian Affairs and Northern Development to complete three studies:

- "A study of the effects of interperson-perceptions upon Indian and non-Indian pupils in southern Alberta." This study was designed to determine the relationship of particular teacher attitudes to their function in native education.

- "A study of the effects of the employment of Indian teacher aides, cross-culture bridges between Indian students and non-Indian teachers." This research attempted to assess the educational advances made in kindergarten and primary grades by students of native origin in southern Alberta schools in which native teacher aides were employed.

- "Urban field experiences as a means of broadening the conceptual and affective systems of native Indian children." This study involved field trips for both native and non-native children, and comparisons were made regarding perception and attitude changes.

KEYWORDS: Indian Committee

Indian Studies Program

The Division of Continuing Education offers a series of courses open to all people concerned with learning about Indian issues and concerns. Many of the classes in the Indian Studies Program are conducted by Indian instructors for non-Indian participants, while others are specifically for Indian people. A total of fourteen non-degree courses will be offered in 1972 including Blackfoot language, Canadian Indians in contemporary society, Cree language, History of the Métis people, The Indian Act, Study program for Native community workers, Indian cultural and historical seminar, Indian culture and history, Indian culture and radical education, Indian dialogue, Native board membership, Sarcee language, Stoney language, and Survey of Indian literature.

KEYWORDS: Extension

Institute on Canadian Society

In 1972 the second Institute on Canadian Society was held on the campus of the University of Calgary; the first was in 1967. Specialists on a wide range of Canadian issues and concern met with students during the summer in credit courses and inter-disciplinary seminars. In addition, a number of special events available to the University community and the public were held in order to create a wider awareness of Canadian concerns. Two of these special events involved Western Canadian Indians: a) Cowichan Indian dancers, a west coast Indian dance team from Vancouver Island, British Columbia, and b) a Moose barbecue and Indian dancing, with the Stoney Indian Band as host at the latter event. Participants were invited to hike, fish, and meet with members of the Stoney Indian Band and to relax at Stoney Park, a park specially developed by the Stoney Indians.

KEYWORDS: Institute on Canadian Society

Lectures and Meetings

The Division of Continuing Education and the Department of Anthropology sponsored a series of debates on current Indian issues, entitled Canadian Indians in a world perspective. Several well known speakers were invited to present their views on Provincial and National Indian matters (William Wuttunee), Indian customs and culture (Rufus Goodstriker); Indian education (Bill Thomas); Legal and political development of aboriginal peoples (Marie Small Face Marule); and Indian social, economic, and political development (Phil Thompson).

The Fifth Annual Conference of the University of Calgary Archaeological Association concerned itself with the prehistory and paleoecology of the Western North American Arctic and Subarctic, concentrating on Alaska, the Yukon, the Northwest Territories and the northern portions of the provinces of British Columbia, Alberta, Saskatchewan, and Manitoba. The theme of the Conference was The prehistory of the Western Arctic.

KEYWORDS: Conference

[illegible] CLASSES

ANTHROPOLOGY:

196. Circumpolar people in modern times
2. Examination of peoples and cultures of the circumpolar area with an emphasis upon environmental adaptation and the effects of culture contact.
Half credit. Undergraduate. Winter session.
One anthropology class or consent of the department.
3. F. Spaulding. 1972-1973
4-5. Calgary.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Arctic. Culture. Eskimo.

197. Contemporary Indians of Canada
2. Variable adaptations of Indian cultures of Canada to the political, social, economic, and educational processes of the larger society.
Half credit. Undergraduate. Winter and Summer sessions.
One anthropology course or consent of the department.
3. John Ryan. 1972-1973
4-5. Calgary.
6. Arts and Science.
7. Anthropology and Continuing Education.
8. Anthropology.
9. Anthropology. Culture. Indian.

198. Race relations in Canada
2. Canada as a plural society with special emphasis on White-Indian-Eskimo relationship.
Full credit. Winter and Summer session.
Undergraduate.
Two anthropology courses or consent of the department.
3. G. Watson. 1972-1973
4-5. Calgary.
6. Arts and Science.
7. Anthropology and Continuing Education.
8. Anthropology.
9. Anthropology. Eskimo. Indian. Sociology.

199. Ethnographic analysis of Northwest Coast Indian culture
2. Selected North Pacific Coast Indian cultures during the post-contact period; mutual relationships of social life, including expression of cosmological belief in magic, myth, and ceremony.
Half credit. Graduate. Winter session.
One anthropology class or consent of the department.
3. V. Kobrinsky. 1972-1973
4-5. Calgary.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Ethnology. Indian. Pacific coast.

200. Ethnographic survey of native North America
2. Overview of Indian cultures in post-Columbian North America; emphasis upon the relationship between basic subsistence adaptations and the salient characteristics of social and ceremonial structure.
Half credit. Undergraduate. Winter.
One anthropology course or consent of the department.
3. V. Kobrinsky. 1972-1973
4-5. Calgary.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Ethnology. Indian.

201. Ethnographic survey of Northwest Coast Indians
2. Comparison of the social and cultural arrangements of the Indians of northwestern North America in post-Columbian times; consideration of economics and technology, art, religion, kinship, and power structures.
Half credit. Undergraduate. Winter and Summer session.
One anthropology course or consent of the department.
3. V. Kobrinsky. J. Ryan. 1972-1973
4-5. Calgary
6. Arts and Science.
7. Anthropology and Continuing Education.
8. Anthropology.
9. Anthropology. Ethnology. Indian. Pacific coast.

ARCHAEOLOGY:

202. Introduction to ethnology
2. A worldwide survey of ethnic groups and their lifeways; emphasis on Eskimo culture.
Half credit. Undergraduate. First term.
3. A. Heinrich. 1972
5. Calgary.
6. Arts and Science.
7-8. Archaeology.
9. Eskimo. Ethnology.

203. Advanced ethnology
2. Ethnology and cultural problems of some major culture area, with the geographical area and the theoretical emphasis for any particular year left to the discretion of the department.
Half credit. Undergraduate. First term.
3. A. Heinrich. 1972
5. Calgary.
6. Arts and Science.
7. Ethnology.
8. Archaeology.
9. Ethnology.

204. Indians of the Great Plains
2. Survey of the native cultures of the Great Plains, with consideration of historical relationships, social and economic organization, religion, arts, and languages.
Full credit. Undergraduate. Winter and Summer sessions.
Consent of the department.
3. 1972 - 1973
4-5. Calgary.
6. Arts and Science.
7. Archaeology and Continuing Education.
8. Archaeology.

205. Archaeology of North America
2. Main trends in North American prehistory from the first evidence of human presence on the continent to the time of European settlement; analysis of regional developments and their characteristics.
Full credit. Undergraduate. Winter session.
One anthropology course or consent of the department.
3. 1972-1973
4-5. Calgary.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Prehistory.

206. Archaeology of the Great Plains
2. Comprehensive survey of the archaeology of the Plains area with special consideration of Alberta and the northern Plains.
Full credit. Undergraduate. Winter and Summer sessions. Consent of the department.
3. 1972-1973
4-5. Calgary.
6. Arts and Science.
7. Archaeology and Continuing Education.
8. Archaeology.
9. Alberta. Archaeology. Great Plains. Indian.

207. Indians of North America
2. Survey of cultural and linguistic areas of aboriginal North American Indians including a comparative and historical study of technology, social organization, economic systems, religions, arts, and languages; emphasis upon the Indians of Canada.
Full credit. Undergraduate. Winter session.
3. 1972-1973
4-5. Calgary.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Indian.

HISTORY:

208. History of the Metis people
2. Historical development of the Métis from the time of the Red River settlement and the Riel insurrections to the present.
Non-credit. Evening session.
3. Terry Lusty. 1972
4-5. Calgary.
6. Extension Division.
8. History
9. History. Métis.

INTER- AND MULTIDISCIPLINARY STUDIES:

209. Development of the Canadian North
2. Topics related to the development and habitation of the Canadian North, including history, government, resources, transportation, communication, environmental design, recreation and culture.
Full credit. Undergraduate. Winter session.
3. 1972-1973
4-5. Calgary.
6. Arts and Science.
7-8. Inter- and Multidisciplinary.
9. Geography. History. Interdisciplinary studies. Northern development. Political science.

210. Native board membership
2. Geared to members of native boards and committees: How do boards function effectively? What is the role of the executive? Explores the alternate structures of organization and movements.
Non-credit. Evening session.
3. Gene Zadvorny. 1972
4-5. Calgary.
6. Extension Division.
8. Inter- and Multidisciplinary.
9. Administration. Indian. Political science.

211. Indian dialogue
2. Discussion of current issues affecting Indian peoples and communities. Indian participation.
Non-credit. Evening session.
3. Leonard Crane. 1972
4-5. Calgary.
6. Extension.
8. Inter- and Multidisciplinary.
9. Administration. Indian. Political science.

212. Indian culture and radical education
2. Participants will initially convene for an introduction to conceptual resources made available by native writers, free school movements literature, the schooling dialogue, etc. Following this preparation ideas and information are to be shared to discover potentials offered by native control of schools for the radicalization of non-native education.
Non-credit. Evening session.
3. Art Wallace. 1972
4-5. Calgary.
6. Extension Division.
8. Inter- and Multidisciplinary.
9. Culture. Education. Indian.

213. Indian culture and history
2. A look at the Indian life styles and values of the past and present, with particular emphasis on environment and ecology.
Non-credit. Evening session.
3. Allan Wolfleg. 1972
4-5. Calgary.
6. Extension Division.
8. Inter- and Multidisciplinary.
9. Culture. History. Indian.

214. Indian cultural and historical seminar
2. The purpose of this seminar is to find new channels and mediums to stimulate and revitalize some of the traditional culture and heritage of the Indian. Also, contemporary Indian culture and heritage examined. Constructive suggestions and ideas will be gathered to initiate programs and projects to promote, preserve, express, improve and research both traditional and contemporary Indian culture and heritage.
Non-credit. Evening session.
3. Allan Wolfleg. Arthur Scalplock. Urban Calling Last. 1972
4-5. Calgary.
6. Extension Division.
8. Inter- and Multidisciplinary.
9. Anthropology. Culture. History. Indian.

215. Study program for native community workers
2. Monthly program geared to native workers in areas such as counselling, welfare, alcohol, education, court work, etc. The course will focus on basic psychology, social problems, social systems (courts, laws, government agencies, etc.), and the role of a helper or counsellor.
Non-credit. Evening session.
3. Bob Langin. 1972
4-5. Calgary.
6. Extension Division.
8. Inter- and Multidisciplinary.
9. Indian. Sociology.

216. Canadian Indians in contemporary society
2. Series of seminars with Indian spokesmen from across Canada explaining their views on social, legal and political issues affecting Indian peoples in Canada.
Non-credit. Evening session.
3. Lena Gallup (coordinator) 1972
4-5. Calgary.
6. Extension Division.
8. Inter- and Multidisciplinary.
9. Indian. Sociology.

LAW:

217. The Indian Act
2. Study of the Treaties and the Indian Act in depth; the Indian Red Paper and the Government's White Paper.
Non-credit. Evening session.
3. Joan Ryan. 1972
4-5. Calgary.
6. Arts and Science.
8. Law.
9. Indian. Law. Political science.

LINGUISTICS:

218. Survey of the Amerindian languages
2. Survey of the indigenous languages of the Americas, including classification of language families and structural analysis of selected languages.
Half credit. Undergraduate. Winter and Summer session.
Not offered every year.
4-5. Calgary.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics.

219. Blackfoot language
2. Informal classes to provide an opportunity for actual conversation and practice in spoken Blackfoot.
3. Matthew Melting Tallow. 1972
4-5. Calgary.
6. Extension Division.
8. Linguistics.
9. Blackfoot. Indian. Linguistics.

220. Cree language
2. Informal classes to provide an opportunity for actual conversation and practice in spoken Cree.
Non-credit. Evening session.
3. Marcella Lightening. 1972
4-5. Calgary.
6. Extension Division.
8. Linguistics.
9. Cree. Indian. Linguistics.

221. Stoney language
2. Informal classes to provide an opportunity for actual conversation and practice in spoken Stoney.
Non-credit. Evening session.
3. Clifford Jimmy John. 1972
4-5. Calgary.
6. Extension Division.
8. Linguistics.
9. Indian. Linguistics. Stoney.

222. Sarcee language
2. Informal classes to provide an opportunity for actual conversation and practice in spoken Sarcee.
Non-credit. Evening session.
3. Dick Starlight. 1972
4-5. Calgary.
6. Extension Division.
8. Linguistics.
9. Indian. Linguistics. Sarcee.

LITERATURE:

223. Survey of Indian literature
2. Review of a number of publications on Indians including Dee Brown's "Bury my heart at Wounded Knee," Delories' "Custer died for your Sins," Cardinal's "Unjust Society," and many others by Indian and non-Indian authors.
Non-credit. Evening session.
3. George Perry. 1972
4-5. Calgary.
6. Extension Division.
8. Literature.
9. Indian. Literature.

4.3 RESEARCH

ANTHROPOLOGY:

224. Factors in the social pathology of a North American Indian Society
2. Anthropologica, 1963, 5(2), 119-130.
3. H. Zentner. 1963
5. Calgary.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian. Sociology.

225. Social mobility in a northern town
3. P.T. Spaulding. 1970
4. Inuvik, Northwest Territories.
5. Calgary.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Eskimo. Inuvik. Northwest Territories. Sociology.

226. A survey of Eskimo human biology
2. University of Calgary grant.
3. C.E. Eyman.
4. Liard Region, Mackenzie District, Northwest Territories.
5. Calgary.
6. Arts and Science.
7. Archaeology.
8. Physical Anthropology/Biological Anthropology
9. Anthropology. Biology. Eskimo. Mackenzie. Northwest Territories.

227. The social integration of a northern community: white mythology and Métis reality
2. In: A Northern Dilemma: reference papers, Western Washington State College, Bellingham, 1967, Vol. I, p. 90-111.
3. P.T. Spaulding.
5. Calgary.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Métis. Sociology.

228. Passing for White
2. [illegible]. 1973
3. G.E. [illegible] Watson. 1970
4. Yellowknife, Northwest Territories
5. Calgary.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Northwest Territories. Sociology. Yellowknife.

229. Milieu therapy in a Coast Salish community
2. Paper given at CSAA meetings, Newfoundland.
3. Joan Ryan. 1971
5. Calgary.
6. Arts and Science.
7. Sociology/Anthropology.
9. Anthropology. Indian. Pacific coast. Psychology. Salish.

230. The dynamics of inter-ethnic group relations in a northern town
2. Canada Council.
3. G.E. Watson.
5. Calgary.
6. Arts and Science.
7. Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Sociology.

231. Carrier (Lake Babine Carrier and Bulkley Carrier)
2. Canada Council.
3. Vernon Kobrinsky.
4. Northwest Coast and western Subarctic.
5. Calgary.
6. Arts and Science.
7. Sociology/Anthropology.
8. Anthropology.
9. Carrier. Ethnology. Indian. Pacific Coast.

232. Race Relations
3. Graham Watson.
4. Yellowknife, Northwest Territories.
5. Calgary.
6. Arts and Science.
7. Sociology/Anthropology.
8. Anthropology.
9. Ethnology. Northwest Territories. Sociology. Yellowknife.

ARCHAEOLOGY:

233. [illegible] among the [illegible] bison hunters
3. [illegible].
5. Calgary.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Indian.

234. Archaeological investigations into early localities on the [illegible] Arctic Coast
2. National Research Council.
3. [illegible]. 1969-1971
5. [illegible]
6. Arts.
7-8. Archaeology.
9. Archaeology. [illegible].

235. Archaeological investigation in Northwest British Columbia
2. National Research Council.
3. [illegible]. 1969-1971
5. Calgary.
6. Arts.
7-8. Archaeology.
9. Archaeology. British Columbia. [illegible].

236. Prehistoric Athapascans in Canada
3. Bryan C. Gordon.
4. Fort Liard, Northwest Territories, Willowlake River; Arctic Red River, Northwest Territories; Old Crow, Yukon; Whirl Lake.
5. Calgary.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Athapascan. Northwest Territories. Prehistory. Yukon.

237. Central Barrenlands prehistory
2. National Museum of Manitoba; Department of National Defense; Opportunities for Youth Program; Private sources.
3. Bryan Gordon.
4. Central barrenlands of subarctic Canada, specifically the Thelon Game Sanctuary, Northwest Territories.
5. Calgary.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Northwest Territories. Prehistory.

238. Systematics of Canadian Eskimo color determination
3. Albert Heinrich. 1972
4. Northwest Territories, beginning on west coast of Hudson Bay.
5. Calgary.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Eskimo. Northwest Territories.

239. Settlement and culture patterns of early Eskimos
2. National Museum of Canada. Harvie Foundation. Imperial Oil.
3. P. Schledermann. 1971
4. Cumberland Sound, Baffin Island.
5. Calgary.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Baffin Island. Culture. Eskimo. Northwest Territories.

ART:

240. Comparative Indian, Eskimo, and Canadian children's visual communications
2. Canada Council.
3. L.R. Bushman
5. Calgary.
6. Arts and Science.
7-8. Art.
9. Art. Eskimo. Indian.

COMMERCE AND ECONOMICS:

241. Social and economic development of the Northwest Territories through tourism
2. University research grant.
3. R.D. Beckman.
5. Calgary.
6. Business.
8. Commerce.
9. Economics. Northern development. Northwest Territories. Tourism.

242. A facet of transportation in northern enterprise development
2. Institute Transportation Studies.
3. D.F. Brown.
5. Calgary.
6. Business.
8. Commerce.
9. Commerce. Northern development. Transportation.

243. Selected aspects of managerial behaviour among certain northern people
2. University grant.
3. D.F. Olsen.
5. Calgary.
6. Business.
8. Economics.
9. Commerce. Northern development.

EDUCATION:

244. Value congruence among Indian and non-Indian high school students in southern Alberta
2. Alberta Journal of Educational Research, 1963, 9, 168-178.
3. H. Zentner. 1963
5. Calgary.
6. Education.
7-8. Education.
9. Alberta. Education. Indian.

245. Cultural assimilation between Indians and non-Indians in southern Alberta
2. Alberta Journal of Educational Research, 1963, 9(2).
3. H. Zentner. 1963
5. Calgary.
6. Education.
7-8. Education.
9. Alberta. Culture. Indian. Sociology.

246. Philosophical bases of Indian educational wants
2. The Journal of Education (UBC), No. 17, April 1971, p. 56-70.
3. J.W. Friesen. 1971
5. Calgary.
6. Education.
7. Educational Foundations.
8. Education.
9. Culture. Indian. Education. Philosophy.

247. Education for human sensitivity: learning opportunities with native peoples
2. M.A. thesis.
3. Arthur Russel Wallace. 1972
5. Calgary.
6. Extension Division.
8. Education.
9. Education. Indian.

248. The effect of native teacher-aids training on the self-concept and value structure of Indian students
2. M.A. thesis.
3. Ronald Clark. 1971
5. Calgary.
6. Education.
8. Education.
9. Education. Indian.

249. Intercultural education: A study of the effects of interperson-perceptions upon Indian and non-Indian pupils in southern Alberta
2. Calgary, Alberta: A Faculty of Education Monograph.
3. Louise C. Lyon. 1970
5. Calgary.
6. Education.
7. Educational Foundations.
8. Education.
9. Education. Indian.

250. Indian and non-Indian personality assessment
2. M.A. thesis.
3. Lawrence W. Klein. 1971
5. Calgary.
6. Education.
7. Educational psychology.
8. Education.
9. Education. Indian. Psychology.

251. A proposal for the Stony education complex to be located on the Stoney Indian Reserve at Morley, Alberta
2. M.A. thesis.
3. Sykes F. Powderface. April 1972
5. Calgary.
6. Education.
7. Continuing Education.
8. Education.
9. Education. Indian. Stony.

ENGINEERING:

252. Terrain analysis for transportation and resources development purposes
2. National Research Council.
3. G.A. Ross.
5. Calgary.
7. Civil Engineering.
8. Engineering.
9. Engineering. Northern development. Transportation.

HEALTH SCIENCE:

253. Indian Health Center at Morley (Stony Reserve)
2. A modern community Health Center, the first of its kind in Canada, will soon open its doors to the 1,500 residents of the reserve. Medical Services Branch of the National Department of Health and Welfare.
3. J.H. Read. 1972
4. Morley, Alberta.
5. Calgary.
6. Medicine.
7. Community Health Science.
8. Health Science.
9. Health science. Indian. Stony.

254. Effect of immersion in very cold water
2. The effect of immersion in very cold water on blood gas tension, blood flow to the brain and the effect of previous exhaustive exercise or fatigue on these parameters. U.S. Office of Naval Research.
3. K.E. Cooper.
5. Calgary.
6. Medicine.
8. Health Science.
9. Health science.

LINGUISTICS:

255. Tahltan
3. Albert C. Heinrich.
4. Tanana, Upper Tanana, Alaska; Fisherman Lake, Yukon; Telegraph Creek, B.C.
5. Calgary.
6. Arts and Science.
7. Archaeology and Linguistics.
8. Linguistics. Ethnology.
9. Ethnology. Linguistics. Tahltan.

156. Sarcee, Tahltan, and Kaska
3. Eung-Do Cook.
4. Calgary, Alberta; British Columbia; Yukon.
5. Calgary.
6. Arts and Science.
7-8. Linguistics.
9. Alberta. British Columbia. Kaska. Linguistics. Sarcee. Tahltan. Yukon.

157. Some borrowings from German into Eskimo
2. Anthropological Linguistics, Bloomington, Indiana, April 1971.
3. A.C. Heinrich. 1971.
5. Calgary.
6. Arts and Science.
7. Archaeology.
8. Linguistics.
9. German. Eskimo. Linguistics.

256. Sarcee, Tahltan, and Kaska
3. Eung-Do Cook.
4. Calgary, Alberta; British Columbia; Yukon.
5. Calgary.
6. Arts and Science.
7-8. Linguistics.
9. Alberta. British Columbia. Kaska. Linguistics. Sarcee. Tahltan. Yukon.

257. Some borrowings from German into Eskimo
2. Anthropological Linguistics, Bloomington, Indians, April 1971.
3. A.C. Heinrich. 1971.
5. Calgary.
6. Arts and Science.
7. Archaeology.
8. Linguistics.
9. German. Eskimo. Linguistics.

5. CARLETON UNIVERSITY

5.1 SPECIAL PROJECTS (No information available)

5.2 CLASSES

ANTHROPOLOGY:

258. Hunting and gathering societies
2. The evolutionary and ecological significance of the hunting- gathering mode of adaptation. Half credit. Undergraduate.
3. B. Cox. 1971-1972
5. Carleton.
6. Arts.
7-8. Anthropology.
9. Anthropology. Hunting.

259. Indians and Eskimos of North America
2. Full credit. Graduate.
3. 1972-1973
5. Carleton.
6. Graduate Studies.
7-8. Anthropology.
9. Anthropology. Eskimo. Indian. North America.

GEOGRAPHY:

260. Selected studies in the human geography of arctic and sub-arctic lands
2. Full credit. Graduate. Fall term.
3. 1972-1973
5. Carleton.
6. Graduate Studies.
7-8. Geography.
9. Arctic. Geography.

5.3 RESEARCH

ANTHROPOLOGY:

261. Political pluralism, political marginality, poverty, class, and ethnic relations in the western Canadian arctic
3. Dereck Smith. 1971
5. Carleton.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Arctic. Political science. Sociology.

262. Occupational prestige ranking. Occupational preferences among arctic Indians, Eskimos, and Métis
3. Dereck Smith. 1971
5. Carleton.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian. Eskimo. Metis. Sociology.

263. Fishing (Northwest Coast)
3. J. Cove. 1972
4. Northwest Coast.
5. Carleton.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Fishing. Pacific Coast.

264. Northwest Coast myths
3. J. Cove. 1972
5. Carleton.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Mythology. Pacific Coast. Religious studies.

265. Ethnic boundaries (Nortwest Coast)
3. B. Cox. 1970
5. Carleton.
6. Arts.
7-8. Anthropology.
9. Anthropology. Pacific Coast.

266. Schismatic factionalism in a Slave Indian band
2. Boreal Institute for Northern Studies.
3. B.A. Cox. 1970
5. Carleton.
6. Arts and Science.
8. Anthropology.
9. Anthropology. Indian. Slave. Sociology.

BIOLOGY:

267. Botanical ecology with reference to the effects of disturbance to the habitat
3. John Lambert. 1971
5. Carleton.
6. Arts and Science.
7-8. Biology.
9. Biology. Ecology. Environmental studies.

ECONOMICS:

268. Eskimo Co-ops
3. I. Prattis. 1972
4. Northwest Territories.
5. Carleton.
6. Arts and Science.
7. Anthropology.
8. Economics.
9. Economics. Eskimo.

269. The viability of tourism as a resource base for local Eskimo economies in arctic Quebec
2. Report available.
3. J.I. Prattis. 1972
5. Carleton.
6. Arts and Science.
7. Anthropology.
8. Economics.
9. Economics. Quebec. Tourism.

GEOGRAPHY:

270. Nature and role of massmovement of rock glaciers in the Yukon
3. J. Peter Johnson. 1971
5. Carleton.
6. Arts and Science.
7-8. Geography.
9. Geology. Yukon.

271. Characteristics and behaviour of frozen ground
3. P. Williams. 1971
5. Carleton.
6. Arts and Science.
7-8. Geography.
9. Geography. Permafrost.

LAW:

272. Jurisdictional aspects of the extension of pollution control zones and enforcement of navigation regulations
3. J. George Neuspiel. 1972
5. Carleton.
6. Law.
7. Law.
8. Law.
9. Law. Pollution.

LINGUISTICS:

273. Survey of early sources of Canadian Indian languages
3. Ernest Bellam. 1972
5. Carleton.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics.

274. Eskimo Grammar (syntax and semantics)
2. Museum of Man.
3. Jean-Pierre Paillet. 1972
5. Carleton.
6. Arts and Science.
7-8. Linguistics.
9. Eskimo. Linguistics.

275. Eskimo lexicography
3. Jean-Pierre Paillet. 1972
5. Carleton.
6. Arts and Science.
7-8. Linguistics.
9. Eskimo. Linguistics.

276. Dictionary: English-Paguot; Paguot-English
3. Ernest Bellam. 1972
5. Carleton.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Paguot.

277. Reduplication in Algonquian
3. William Cowan. 1972
5. Carleton.
6. Arts and Science.
7-8. Linguistics.
9. Algonquian. Linguistics.

RELIGIOUS STUDIES:

278. Indigenization of Christianity among the Indians and Eskimos of Mackenzie
3. Antonio R. Gualtieri. 1972
5. Carleton.
6. Arts.
7-8. Religion.
9. Eskimo. Indian. Northwest Territories. Mackenzie. Religious Studies.

SOCIOLOGY:

279. Modernization among the Mistassini-Waswanipi Cree
2. Canadian Review of Sociology and Anthropology, 1970, 7(3), 212-214.
3. B. Cox. 1970
5. Carleton.
6. Arts and Science.
7. Anthropology.
8. Sociology.
9. Cree. Sociology.

280. Kabloona and Eskimo in the Central Keewatin
3. F. Vallee. 1967
4. Central Keewatin.
5. Carleton.
6. Arts.
7-8. Sociology.
9. Anthropology. Eskimo. Northwest Territories. Sociology.

281. Stresses of change and mental health among the Canadian Eskimo
3. F. Vallee. 1968
5. Carleton.
6. Arts.
7-8. Sociology.
9. Anthropology. Eskimo. Psychology. Sociology.

282. Comparative study of the social and ecological effects of large energy projects in Canada
2. Such projects have so far been undertaken solely in response to the economic and energy needs of urban populations, and not in terms of the needs of local populations for employment or orderly economic development. The effects of energy projects which displace native people's settlements may be quite similar in various parts of Canada, such as Manitoba (South Indian Lake hydro dam), Quebec (James Bay projects), and the Mackenzie Valley fuel pipeline "corridor."
3. Bruce Cox. 1972
5. Carleton.
6. Arts and Science.
7. Anthropology.
8. Sociology.
9. Anthropology. Ecology. Pipeline. Sociology.

6. UNIVERSITY OF GUELPH

6.1 SPECIAL PROJECTS

Centre for Resources Development

The University of Guelph has a basic commitment to environmental concerns and shares the increasing desire of Canadians to see that the northern environments are not adversely affected by change and development. Through its Centre for Resources Development (of which Norman Pearson is Chairman), the University was, in fact, the first Canadian university to express interest in the Mid-Canada Conference which eventually involved most of the universities and senior governments in the area later called "The Green North," roughly the boreal forest area lying between the more densely populated, southerly settled area of Canada and the High Arctic. University representatives stressed such matters as the vital significance of a federal-provincial planning to establish a national development plan; the supreme importance of involving scientists in baseline studies of the existing ecological foundations; the urgent need for proper resource inventories before major development decisions are made; and the need to let indigenous peoples decide their future rather than being manipulated by external forces of development.

At a major conference in 1969, University President. Dr. W.C. Winegard stated that we need a national plan acknowledging the realities of the urbanized regions, the habitable parts of Canada not yet fully developed, and the generally uninhabitable or inhospitable Arctic areas. We need to reorganize the finite resources of each of these regions, and so our national policy must include a comprehensive and continuing inventory of these resources so that development decisions can be made in a regional context. These views obviously reflected widely-held views at the University, as subsequent events have indicated.

Much of the popular literature about the Canadian North is cast in terms of the apparent anomaly presented by Canada's extensive areas of potentially rich northern resources and evidently undeveloped space, contrasted with the highly developed southern band of about 200 miles in width adjacent to the Canada-United States international boundary. Various research studies carried out by faculty at the University of Guelph show that this may be an illusion. Biologists can demonstrate that the energy needed to support extensive urban development in the north makes environmental demands far beyond those needed to house the same population in southern urban centres. Soil scientists can show that there is not yet any indication of great extensions of agriculture in the north. Indeed, the very opposite is true, for agriculture is in retreat from marginal lands. While the forests of the north are extensive, they also take much longer to regenerate. Power developments, such as those attainable on the Nahanni River, or in the James Bay area, appear attractive, until we realize that the implications in the one case may be the loss of a spectacular national park, and in the other, climatic changes, disruption of the existing society, and interference with valuable wildlife. Sociologists point out that perhaps the real problem in the North is not to attract new population but simply to hold the existing population which used to be well adapted to life in the area but whose cultures have been shattered under the impact of change. Geographers point out that although Canada has been remarkably successful in producing a metropolis like Edmonton, at 54 degrees north, one of the largest and best-planned cities in a northern environment, and although we have produced northern towns as varied as Inuvik with its "utilidors" (carrying sewer and water lines above ground, insulated from possible permafrost disturbance) and Yellowknife with its new high-rise apartments, we have also littered northern Canada with many resource exploitation settlements which are now obsolete and inappropriate in our time.

One of the most appealing techniques for extensive resource inventories in such areas as the Canadian North is "remote sensing" from the proposed Earth Resource Satellite. For many years, scientists have sought means of automatic identification of earth terrain features based on aerial views. With the advent of satellites, high altitude aircraft, and electronic scanners capable of recording information about the reflectivity of the ground, scientists have developed "remote sensing," and the implications are dramatic. Already, electronic remote sensing has proved most successful in checking sources of pollution such as sewage outlets, industrial waste discharges, and oil spills.

Related to this is the unusual technique of orthophotography and stereo-orthophotography (in essence, photographic maps which are as accurate as conventional maps but do not sacrifice the wealth of detail of a photograph, and which can be used in a stereoscope to allow scientists and planners the three-dimensional overview they need for so many development purposes). Here scientists such as Professor Stan Collins (Agricultural Engineering) are convinced that great advances can be made in improved planning of northern areas. Others such as Professors Allan Falconer (Geography), Lloyd Busch (Botany), Dick Protz and Peter Martini (Land Resource Science) have worked to develop interdisciplinary technical skills in this method of insight into environmental and resource problems.

There is a great need for such methods, for the scientists (and the funds available) are few in number, and the challenge of establishing baseline studies is immense. Once again, as so many times in our history, development is moving far ahead of, and faster than, essential research. This is recognized by the Research Advisory Board of the University. The RAB has in fact funded pilot studies which will help the University to explore and define the areas in which it can best make research contributions in the North, so as not to overlap or duplicate the efforts of other universities and government agencies, but to help reinforce the increasing thrust of Canadian northern research. These feasibility studies are complementary and interdisciplinary in nature.

A study to test and predict the feasibility of predicting the extent and consequence of permafrost melt in the Canadian Arctic involves Professors Barry Fahey (Geography), Charles Corke (Microbiology), and Doug Hoffman, Erv Mackintosh, Peter Martini and George Thurtell (Land Resource Science). This is a vital area of study. The approximate southern limit of continuous permafrost is roughly a line joining Fort Good Hope, Port Radium, Churchill, York Factory, Great Whale River, Port Harrison and Fort Chimo; the southern limit of the discontinuous permafrost area is a line connecting Whitehorse, Fort Vermillion, Flin Flon, James Bay, Gagnon, Labrador City and Goose Bay. Northern development depends very much on a correct understanding of these continuous and discontinuous areas, and the attempt to predict the behaviour of melt areas will be the key to techniques for better handling of road building, railway construction, building and engineering construction, and most development processes. Professor Bev Kay (Land Resource Science) has noted that the feasibility study will pave the way for much more extensive work in this vital field.

An equally vital area is the ecology of active or potential disease factors. Dr. Barvara (Bradbury) Kingscote (Veterinary Microbiology and Immunology) and Dr. Lars Karsted (Pathology) examined some of the environmental and ecological factors relating to diseases and their incidence, and it is clear that northern development should be guided so as to minimize the advent of disease from factors which may now be dormant or not apparent.

Professor Carl Jordan, Chairman, Department of Microbiology is the coordinator of a multidisciplinary project studying microbial activities in the James Bay area. He has pointed out that there is grave danger of contamination and destruction of the microbial processes on which the whole life-support systems in the North are built. This microbial ecological survey is intended to set up a biological base-line or reference bench-mark so that in future changes can be monitored, and from which those concerned with planning and development can evaluate certain kinds of deteriorations which might in future threaten the fragile sub-arctic environment. The team included Professors George Anderson, Charles Corke, Larry McDermott, Ron Sonstegard, and Denis Kidby (Microbiology); Bev Kay (Land Resource Science); Ray Anderson (Zoology); Bob Johnston (Environmental Biology), and Richard Frank and Heinz Braun of the OMAF Pesticide Residue Laboratory. The Atomic Energy of Canada Laboratory will also assist the study. The studies will examine such matters as the microbial fixations of atmospheric nitrogen, fish diseases, the incidence of heavy metals in plankton and oil spillage effects on muskeg. Dr. Jordan points out that we are relatively ignorant of matters such as sewage disposal in the High Arctic; the incidence and spread of diseases in arctic marine animals, fish wildlife and birds; the capacity of microorganisms in the soil and water to cope with the manmade additives such as oil, pesticides, slimicides, pulp fibre, and metallic salts resulting from explorations and development.

From studies such as these, scientists at the University expect to be able to play their part in the next phase of Canadian development in the northland. It is a role which faculty see as being vital in the future of the University, as well as of Canada itself.

KEYWORDS: Resource Centre

6.2 CLASSES

GEOGRAPHY:

283. Topics in Canadian geography
2. Selected topics in the human, historical, and resource geography of one of the following regions: The Prairies, Southern Ontario, the North.
Full credit. Undergraduate. First term.
3. 1972-1973
5. Guelph.
6. Arts.
7-8. Geography.
9. Geography.

SOCIOLOGY:

284. Ethnic groups
2. The ethnography of Canadian Society.
Full credit. Undergraduate. First term.
3. 1972-1973
5. Guelph.
6. Arts.
7-8. Sociology.
9. Ethnology. Sociology.

6.3 RESEARCH

ART:

285. Myth and symbol in Indian art and architecture
3. Jeffrey Polken. 1972
5. Guelph.
6. Art.
7. Fine Art.
8. Art.
9. Architecture. Art. Indian. Mythology.

INTER- AND MULTIDISCIPLINARY:

286. Microbial ecological survey of the Canadian regions: sub-arctic and low-arctic
2. To establish a biological base line, from which to evaluate certain future types of deterioration of the sub-arctic marine and terrestrial environments and for the establishment of guidelines for intelligent and maximum resource usage.
3. D.C. Jordan. C.T. Corke. G.W. Anderson. L.A. McDermott. R,A, Sonstegard. D.K. Kidby. R.A. Johnston. R.C. Anderson. J.L. Campbell. B.D. Kay. R. Frank.
5. Guelph.
7-8. Inter- and Multidisciplinary.
9. Biology. Ecology.

287. A study to test and predict the feasibility of predicting the extent and consequence of permafrost melt in the Canadian Arctic
3. Barry Fahey. Charles Corke. Doug Hoffman. Erv MacKintosh. Peter Martini. George Thurtell. 1972
5. Guelph.
8. Inter- and Multidisciplinary.
9. Arctic. Permafrost.

288. Planning of northern areas
3. Stan Collins. Lloyd Busch. Allan Falconer. Dick Protz. Peter Martini. 1972
5. Guelph.
8. Inter- and Multidisciplinary.
9. Multidisciplinary. Planning.

HEALTH SCIENCES:

289. Ecology of active or potential disease factors
3. Barbara Kingscote and Lars Karsted. 1972
5. Guelph.
6. Faculty of Medicine.
8. Health Sciences.
9. Ecology. Health science.

7. LAKEHEAD UNIVERSITY

7.1 SPECIAL PROJECTS

Orientation Course Program

A proposal for a program was made by some members of the Faculty of Education (through K.L. Morrison, Director of Extension) to develop an orientation course for teachers and others going into isolated communities. The problems that these faculty members saw, based on their experience were:

1) the attainment of instant upper status where the teacher or other white person in the Indian community is by far the wealthiest one with material belongings that other people in the community lack.

2) the fact that the white persons in these communities were often turned to for advice on legal matters, in medical crises, in the breakdown of mechanical equipment, and so on, in none of which matters they had had any previous experience. Therefore, it was felt that a crash course on first aid, how to repair an oil burner, and other such similar problems would be very helpful for personnel going into these areas.

3) the hope that something could be done to orient whites towards some understanding of the Indian background and culture.

This aspect would particularly interest Northern Affairs and the Department of Education personnel going into the North, along with others such as the Department of Transport.

KEYWORDS: Extension

School of Social Work

The School of Social Work at Lakehead University studies patterns of educational experiences at Lakehead in relation to northern Ontario communities. The program is focused almost entirely on educational opportunities for school teachers, and not on persons having a regular university program.

KEYWORDS: Social Welfare

Native Canadians

A committee was formed to inquire into ways and means of fulfilling Lakehead University's responsibilities to native peoples. Dr. William S. Morris, Chairman of the Department of Philosophy and convenor of the Senate Ad Hoc Committee, reported to Senate that a meeting of interested University faculty and local Indian representatives was held in September 1972.

The University was represented by Professor Ken Dawson, Dr. A.A. Asimi, Dr. Mary Black, Dr. James T. Angus, and Dr. Morris. Others included: Mr. Martin Bannon, Manager of the Fort William Indian Reserve Band; Mr. Gerald McKay, Lakehead University Indian student from Trout Lake; Mr. Andrew Lac Seul of the Youth and Recreation Branch of the Ontario Department of Northwestern Affairs; Miss Rosemary Moffitt, Executive Director of the Donner Canadian Foundation's program based in the University of Toronto; Mr. Robert Conley, representing Mrs. Yvonne Conley, Secretary-Treasurer, Ontario Métis and Non-Status Indian Association; Mrs. Leslie Wuttunee, Guidance Counsellor, Ontario Indian Affairs; Mr. Xavier Michon, Director of the Thunder Bay Indian Friendship Centre, along with his assistant, Miss Mary Alice Smith.

Discussion ranged widely and was exploratory. It touched upon scholarship programs; upgrading at the University to prepare native students for University studies; education as a tool and an enculturating factor; means of improving educational standards and motivation. It was unanimously agreed that Mr. J. Dymond, Director of the Transitional Year Program for disadvantaged students, be invited to Thunder Bay as soon as possible to lead discussions relating to the possibility of instituting a similar upgrading scheme at Lakehead University.

Dr. Morris brought about this opportunity for cooperation between the University and the native peoples of the Thunder Bay area. He announced that the committee would have to be flexible in its constitution, inviting to its meetings those who are informed and concerned about different aspects of problems within its terms of reference.

Dr. A.A. Asimi was elected Chairman of the Committee, representing Lakehead University. Mr. Andrew Lac Seul was chosen Secretary, representing the native people of the region.

KEYWORDS: Indian committee

Senate Research Committee (formerly President's Committee on Northern Area Studies)

In 1965 with a view to stimulating northern research and study at Lakehead University, a President's Committee on Northern Area Studies was established composed of nine appointed faculty members. Representation was on a multidisciplinary basis drawn from faculty members interested in

Canada's North. From a very humble beginning there were in 1970 over twenty northern research projects involving the participation of five departments and over thirty students. The support and encouragement provided by the Department of Indian Affairs and Northern Development has facilitated the procurement of funds from other sources, making this development possible.

It was hoped that out of this multidisciplinary committee an area interdisciplinary approach would develop. Research has been concentrated in the sub-arctic region of Ontario, a research base in the boreal forest has been acquired, and some projects have an interdisciplinary component but funding based on small individual grants has mitigated against this development. In 1970 for the first time a three-year course entitled "Taiga Studies" was offered, designed to provide the student with a detailed knowledge of the sub-arctic region of Canada.

The funds from the Department of Indian Affairs and Northern Development have been exclusively allocated to support of an ecological field project designed to collect basic data on plants and animals in the boreal forest of northern Ontario. This was undertaken along the Albany River, a major river which lies in an area subjected to a water diversion feasibility study presently conducted by a joint Federal-Provincial Committee.

Research projects completed have resulted in a number of papers and publications; a progress report on the service infra structure of northwestern Ontario by Mr. I.G. Davies; Mr. T. Northcott's *The extension of the range of ecto-parasites in Northern Ontario*; Mr. K.C.A. Dawson's *The ecology of the Hudson Bay Lowlands and the Central Plateau boreal forest sub-sections* together with the entire issue of Ontario Archeology no. 12,1969, which was taken up by an article entitled *Archaeological investigation at the site of the Longlac historic trading post*.

In 1969, the archeology division of the Department of Anthropology at Lakehead University held the First Conference of Canadian scholars concerned with aboriginal Shield Rock Art. This was supported by a grant from the Canada Council. It resulted in the formation of an informal grouping of associates designed to protect and preserve pictograph and petroglyph sites in Canada, to promote research, and disseminate information about such art.

Lakehead University was also host to the Mid-Canada Corridor Foundation Conference. This saw senior Canadian businessmen, government, official, and university personnel come together to address themselves to the problems of growth and development of Canada's northern boreal forest regions. In addition, northern studies representatives acted as resource personnel both at the conference and on the Foundation's visits to northern communities. A review by Mr. I.C. Davies of the Mid-Canada Development Corridor Concept booklet prepared by Acres Research and Planning limited appeared in the Lakehead University Review, Vol. 3, no. 1, 1970.

Since the President's Committee was formed, it has directed its attention to the core aspect of its function, namely establishing northern centred research at Lakehead University. This preoccupation has resulted in a failure to establish a satisfactory future financial basis. Subsequently the President's Committee was subsumed under the broader Senate Research Committee in order to bring it under the umbrella of the Senate and to maximize allocation and utilization of funds.

KEYWORDS: Northern Committee

Off-Campus Program

Lakehead University's Off-Campus Program offers an opportunity for people in communities at considerable distances from the University campus to pursue studies leading to an Arts degree on a part-time basis. The courses are identical with those on-campus and given by regular faculty members of the University. Where possible, students are urged to take their third year courses on-campus because of the greater facilities and the academic life available there. Students are allowed to complete the requirements for the Bachelor of Arts degree through part-time courses, but those proceeding to an Honors Bachelor of Arts degree should spent at least one year as full-time on-campus students.

In each community the University has an off-campus representative. This representative should be contacted on all matters concerning local arrangements. He should also be informed of the wishes of the community concerning the courses to be offered the following year. The University will endeavour to meet these wishes as far as possible, but the community should suggest two or three acceptable alternate courses in order to ensure that teachers will be available.

Basic requirement for admission to the Faculty of Arts is the successful completion of any Ontario Grade thirteen program or equivalent. The University is prepared to consider applicants for admission who have been away from formal education for at least two years at any time because of reasons beyond their control. Applicants will likely be interviewed by an Admissions Committee representative, and may be required to provide evidence of their proficiency in English. Each case is considered on its own merits.

Classes are being offered in Atikokan, Dryden, Ear Falls, Fort Frances, Geraldton, Longlac, Nakina, Kenora, Keewatin, Manitouwadge, Marathon, Nipigon, Red Rock, Rainy River, Red Lake, Cochenour, Balmertown, Terrace Bay, Schreiber, and Sioux Lookout. The classes given in these places are listed in the following table.

CENTRE	COURSE TITLE	INSTRUCTOR
ATIKOKAN	Introduction to team games and individual activities	Physical Education Faculty
	Mathematics - The analytical tool of science	Dr. G. Vervoort
CRYDEN	Chemistry and Man	Chemistry Faculty
	Urban Geography	Mr. S. Martin
	Theory of coaching	Physical Education Faculty
EAR FALLS	Introductory psychology	Mr. I. Kosyra
FORT FRANCES	Introductory psychology	Mr. P. Wesley
	The Romantic movement	Mr. L.S. Lamba
	American history	Mr. V.C. Smith
GERALDTON/LONGLAC/NAKINA	Introduction to Russian thought and culture	Mrs. C. Kaipio
KENORA/KEEWATIN	Introduction to sociology	
	Spanish civilization	
	Family life program (Part 1)	Mr. K. Wood
	Contemporary issues in psychology 1	Dr. F.D. Colman
	Urban geography	Mr. I.G. Davies
	Britain since 1688	Dr. J.F. Hilliker
MANITOUWADGE	Economic geography	Mr. S. Martin
MARATHON	Europe from the fall of Rome to 1648	Dr. A.L. Martin

NIPIGON/RED ROCK	Introduction to geography Introduction to sociology Advanced oral French Contemporary issues in psychology	Dr. B.A. Phillips To be announced Dr. A. Scholl Mr. J.L. Jamieson
RAINY RIVER	Theory and research in personality	Mr. K.A. Allan
RED LAKE/COCHENOUR/BALMERTOWN	Introductory psychology	Mr. J.L. Jamieson
SIOUX LOOKOUT	Introduction to sociology Spanish civilization The Romantic movement	To be announced To be announced Mr. L.S. Lamba
TERRACE BAY/SCHRIEBER	Educational psychology	Dr. A. Krischev
REGIONAL	Pre-Shakespearean and Shakespearean drama Mathematics - The Analytical tool of science	Dr. G.J. Merrill Mr. L.D. Black

KEYWORDS: Extension

7.7 CLASSES

COMMUNICATIONS:

290. Transportation
2. The mechanics of major transport methods with special reference to the requirements of Northwestern Ontario.
Half credit. Undergraduate. Either term.
Not offered every year.
5. Lakehead.
6. School of Business.
8. Communications.
9. Communication. Economics. Ontario.

ECONOMICS:

291. Regional industrial development
2. An introduction to the concepts and practices of industrial development with special emphasis on problems relating to the development of the Northwestern Ontario region, utilizing a multidisciplinary seminar approach and external resources as required, exploration of the economic background for industrial development, identification of appropriate industrial types, methods of internal and external promotion.
Half credit. Undergraduate. Either term.
3. 1971-1972
5. Lakehead.
6. School of Business.
8. Economics.
9. Economics. Northern development. Ontario.

ENVIRONMENTAL STUDIES:

292. Boreal ecology
2. A study of the animals of the cold temperature sub-Arctic and Arctic regions and the adaptations that enable them to survive in these regions.
5. Lakehead.
6. Arts and Science.
7. Biology.
8. Environmental Studies.
9. Biology. Ecology. Wildlife management.

293. Descriptive dendrology
2. A systematic identification of the important trees of Northwestern Ontario in the natural and cultivated condition, supplemented by classroom study of the important forest trees of other forested areas in Canada and the United States; silvicultural characteristics of commercially important Canadian species; identification and collection of important flora of the forest.
3. 1971-1972
5. Lakehead.
6. School of Forestry.
8. Environmental Studies.
9. Ecology. Environment.

294. Forest protection
2. The ecological factors that predispose forest stands to fire, to insect-attack and disease will provide a basis for the study of fire hazard, the incidence of insect epidemics and the infection biology of disease organisms; forest hygiene by effective management as a means of prevention, and control measures; examples from boreal forest selections to illustrate the interrelations between forest ecology and the incidence of insect pests and disease epidemics.
Undergraduate. Not offered every year.
5. Lakehead.
6. School of Forestry.
8. Environmental Studies.
9. Ecology. Environment.

295. Forest resources management
2. The preparation of a comprehensive plan for the management of a forested area in the boreal region; forest inventory data and descriptive information for the area to be acquired during the field school immediately prior to and, if necessary, during the first term of the fourth year.
Undergraduate. Not offered every year.
5. Lakehead.
6. School of Forestry.
8. Environmental Studies.
9. Ecology. Environment.

GEOLOGY:

296. Field techniques
2. Half credit. Undergraduate. Permission of the department.
3. 1971-1972
5. Lakehead.
6. Arts and Science.
7-8. Geology.
9. Geology. Ontario.

POLITICAL SCIENCE:

297. Local government and administration
2. A critical examination of the forms and processes of sub-provincial levels of government, especially as they apply to the Northwestern Ontario region; the functions of municipal administration as well as the emerging concepts and structures of regional government. External resources supplement regular staff in a multidisciplinary seminar approach to the subject.
Half credit. Undergraduate. Either term.
Not offered every year.
5. Lakehead.
6. School of Business.
8. Political Studies.
9. Administration. Political science.

WILD LIFE MANAGEMENT:

298. Fish and wildlife management
2. Life history and ecology of important game birds, mammals, and fish that are a product of the forests and wildlands; principles of managing forest lands for wildlife; particular emphasis on the species of the boreal forest.
Undergraduate.
3. 1971-1972
5. Lakehead.
6. School of Forestry.
8. Wild Life Management.
9. Birds. Ecology. Fish. Wildlife management.

7.3 RESEARCH

ANTHROPOLOGY:

299. Ojibwa attitudes towards "Indian problems"
    3. A.A.D. Asimi.
    4. Northern Ontario.
    5. Lakehead.
    6. Arts and Science.
    7. Sociology/Anthropology.
    8. Anthropology.
    9. Anthropology. Indian. Ojibwa. Ontario.

300. Northern Ojibwa
    3. Mary Black. 1972
    5. Lakehead.
    6. Arts.
    7. Anthropology.
    8. Anthropology.
    9. Indian. Ojibwa. Ontario.

ARCHAEOLOGY:

301. Historical archaeological investigation of the fur trade era in northwestern Ontario
    2. Ontario Archaeological and Historical Sites Board.
    3. K.C.A. Dawson. 1970
    4. Fort William.
    5. Lakehead.
    6. Arts and Science.
    7. Sociology/Anthropology.
    8. Archaeology.
    9. Archaeology. Fur trade. History. Ontario.

302. Prehistoric investigation of the boreal forest region
    2. National Museum of Man.
    3. K.C.A. Dawson. 1970
    5. Lakehead.
    7. Sociology / Anthropology.
    8. Archaeology.
    9. Archaeology. Indian. Ontario. Prehistory.

303. Ceramic attribute analysis of Blackduck pottery
    3. K.C.A. Dawson. 1972
    5. Lakehead.
    6. Arts.
    7-8. Archaeology.
    9. Archaeology. Blackduck. Indian. Pottery.

304. The Blackduck tradition
    3. K.C.A. Dawson. 1972
    5. Lakehead.
    6. Arts.
    7-8. Archaeology.
    9. Blackduck. Culture. Indian.

ECONOMICS:

305. Service provision and consumer behaviour in northern Ontario communities
    2. Ontario Treasury Department.
    3. I.G. Davies. 1970-1972
    5. Lakehead.
    6. Arts and Science.
    7. History/Geography
    8. Economics.
    9. Community. Consumer. Economics. Ontario.

306. Management of wild rice and forests in northwestern Ontario
    3. S. Zingel. 1972
    5. Lakehead.
    6. School of Forestry.
    8. Economics.
    9. Economics. Environment. Ontario.

EDUCATION:

307. Educational programs in isolated northern Indian communities in Ontario
    2. Ontario Department of Education.
    3. M. Greenwood. 1970
    5. Lakehead.
    6. Arts and Science.
    7. Sociology/Anthropology
    8. Education.
    9. Education. Indian. Ontario.

ENVIRONMENTAL STUDIES:

308. Studies of Canadian northern lands
    3. Igor Davies. 1972
    5. Lakehead.
    6. Arts and Science.
    7. Geography.
    8. Environmental Studies.
    9. Ecology. Geography. Northern lands.

309. Silviculture of the boreal forest
    3. R.J. Day. 1972
    5. Lakehead.
    6. School of Forestry.
    8. Environmental Studies.
    9. Environment. Ontario.

310. Aquatic biology and the effects of pollutants on aquatic ecosystems
    3. 1972
    5. Lakehead.
    6. Arts and Science.
    7. Biology.
    8. Environmental Studies.
    9. Biology. Ecology. Pollution.

311. Research into the soils (underwater soils, semi-terrestrial and terrestrial soils) in northwestern Ontario
    3. S. Zinge. 1972
    5. Lakehead.
    6. School of Forestry.
    8. Environmental Studies.
    9. Environment. Ontario. Soils.

HISTORY:

312. The education of Indians in Upper Canada
    3. Donald J. Wilson. 1972
    5. Lakehead.
    6. Arts.
    7-8. History.
    9. Education. History. Indian.

PSYCHOLOGY:

313. Standard testing techniques, motivation concept formation in language as manifested by Algonkian-speaking peoples
    3. W. Melnyk. 1970
    5. Lakehead.
    6. Arts and Science.
    7. Psychology.
    8. Psychology.
    9. Algonkian. Linguistics. Psychology.

SOCIOLOGY:

314. Teenage drinking in northern Canada
    2. Alcoholism and Drug Addiction Foundation.
    3. A.A.D. Asimi. 1970
    5. Lakehead.
    6. Arts and Science.
    7. Sociology/Anthropology.
    8. Sociology.
    9. Alcoholism. Ontario. Sociology.

WILDLIFE MANAGEMENT:

315. Distribution and breeding biology of the Lesser Snow Goose in central Arctic Canada
    2. Canadian Wildlife Service. Department of Indian Affairs. National Research Council.
    3. J.P. Ryder. 1967
    5. Lakehead.
    6. Arts and Science.
    7. Biology.
    8. Wildlife Management.
    9. Arctic. Biology. Birds. Wildlife management.

316. A possible factor in the evolution of clutch size in Ross' goose
    3. J.P. Ryder. 1970
    5. Lakehead.
    6. Arts and Science.
    7. Biology.
    8. Wildlife Management.
    9. Biology. Birds. Wildlife management.

317. Spring bird phenology at Karack Lake, Northwest Territories
    3. J.P. Ryder. 1971
    5. Lakehead.
    6. Arts and Science.
    7. Biology.
    8. Wildlife Management.
    9. Biology. Birds. Northwest Territories. Wildlife management.

318. The genetics of polymorphism in the Ross' goose
    3. John P. Ryder and F. Cooke. 1970
    5. Lakehead.
    6. Arts and Science.
    7. Biology.
    8. Wildlife Management.
    9. Biology. Birds. Wildlife management.

319. White geese intermediate between Ross' geese and lesser snow geese
    3. David L. Trauger, Alex Dzubin, John P. Ryder. 1971
    5. Lakehead.
    6. Arts and Science.
    7. Biology.
    8. Wildlife Management.
    9. Biology. Birds. Wildlife management.

8. LAURENTIAN UNIVERSITY

8.1 SPECIAL PROJECTS

Programme in Indian-Eskimo Studies

In September 1971 Laurentian University offered for the first time an interdepartmental Programme in Indian-Eskimo Studies. A course in Indian Studies was offered for two years until it was expanded into a programme that involves eight departments of the University. A student may now take his Bachelor's degree with a concentration in this field. Professor J.W.E. Newberry is Chairman of the Committee which supervises the programme.

The purpose of the programme is to acquaint students as fully as possible with the problems that confront native people and also to point out their achievements and the values which they have to offer to our common life. The departments of Biology, Anthropology, History, Linguistics, Geography, Philosophy, Religious Studies and Sociology, and perhaps others, offer courses which students use to study the spiritual insights, the cultural expressions, the historical problems, the renaissance of life and language, and the aspiration for self-realization which concern Indian people today and which are a part of their heritage. The programme has an urgency about it which derives from the contribution native people are capable of making, if they are freed to do so, to present-day ecological and sociological problems. The holistic view of life which inspired them and which is expressed in all their crafts and their oral literature can help in healing the brokenness, loneliness, and destructiveness of industrial society.

In addition to the various courses related to this study, a coordinating seminar, meeting each week, will keep the study united and focused upon the main objectives of the programme. The Programme in Indian-Eskimo Studies will be administered by a committee composed of representatives of the participating departments, the students, and the community. Through the seminar students will have an opportunity to shape and direct the development of the programme, which was originated by a group of twelve Indian spiritual leaders, who call themselves the White Roots of Peace.

The Programme in Indian-Eskimo Studies comprises the following:

a) Core Courses

English 1900 E (18) An introduction to language, with special reference to English

The nature of language; an introduction to linguistics; contemporary English and its variants; the usefulness and limitations of language analysis for critical analysis. Two lectures and one practical seminar a week.

Ethnic studies (to be proposed as third year course)

A study of one branch of the Canadian Indian or Eskimo people with field work and a special seminar in collecting and studying folklore.

History

One half only of this third year course is entitled "The Indian Treaties." A second half dealing with the Indian Act and its revisions is proposed.

Religious Studies 3510 E (40) Amerindian Studies

An appreciation of Indian Religion (Animism) with its social and cultural expressions and of the fact of the European-Indian confrontation, with its consequent contemporary problems; the relevance of Indian animistic attitudes to present ecological needs and the relation of this to the future of the Indian people; an introduction to one Indian language.

Sociology 1010 E (11) General Sociology

Scope and methods of sociology; an examination of the nature and function of social systems; socialization and social control; population; deviance and social problems; institutions; selected topics in social organization with special reference to Canadian society.

Sociology 1030 E (13) Introduction to Anthropology

A survey of the different fields of anthropology with special emphasis on physical anthropology, prehistory, social and cultural anthropology; the study of man as a specific biological being, a culture-bearer.

Sociology 2000 E Ethnological Studies of American Native Peoples

Description and comparative analysis of the social and cultural systems of the original peoples of America.

b) Related Courses

Biology 3357 E (312) - Principles of ecology
Geography 3220/3225 E (32) - Cultural geography
History 3100 E (23) - Canadian history
Language - A new course, to be defined, in an Indian language or linguistic group
Philosophy 2250 E (27) - Philosophy of education
Philosophy 2610 E (22) - Philosophy of culture
Philosophie 3290 F - Philosophie de la communication

Philosophy 3650 E (39) - Philosophy of language
Political Science 4515 E (418) - The politics of ethnic pluralism.

KEYWORDS: Native Studies Program

Extension Division

The 1971 Summer Session broke new ground on two fronts: summer courses in outside centres and a twelve week evening Summer Session. For the first time in the history of Laurentian University, courses were offered during the summer in the following outside centres: Timmins, Kirkland, New Liskeard and Elliot Lake. This experimental session, though beset with many organizational problems, is nevertheless a partial success. There were close to 300 student courses in these four centres. The interesting factor is that the majority of the students are mothers with families who otherwise could not have attended university. One can therefore be justified to say that Laurentian University, through this new mode of operation, is further fulfilling its role in northern Ontario.

KEYWORDS: Extension

The Keewatinung Institute

The Keewatinung Institute is a locally governed Indian educational, cultural, and religious institute that is open to all Indian people. Its Board of Governors is an all-Indian governing body. Although occupying the upper floors of Shingwauk House, the institute remains a fully autonomous organization.

Among the major aims of the institute are:

- the development of programmes in support of, and directing and stimulating interest in, and furthering all levels of education for Indian people;
- the equal education of people in terms of Indian culture, taking into account that non-Indian institutions provide education and background in terms of cultures that are not Indian;
- research on and relevant to Indian people;
- by association with an accredited university, the provision of an avenue whereby standards of acceptance can be devised in a manner more specifically directed to enabling Indian people to move into areas of post-secondary education which otherwise may not be open to them;
- the provision of enlarged opportunities for the Indian people to study and teach their own languages, histories, songs, dances, and religious and tribal customs.

The institute offers courses for Indian people dealing with the historic, cultural, social and legal aspects of the life of the Canadian Indian, with concentration on the Ojibway people in Indian arts and crafts. The institute will also undertake research to preserve the traditions of the Ojibway people of this area. A library resource centre utilizing the resources of Algoma College and other institutions has been established.

KEYWORDS: Indian Resource Centre

8.2 CLASSES

ANTHROPOLOGY:

320. Ethnology of North American native peoples
   2. Full credit. Undergraduate.
   3. 1972-1973
   5. Laurentian.
   6. Arts.
   7-8. Anthropology.
   9. Ethnology. Native peoples.

BIOLOGY:

321. Ecology of the barrens
   2. Full credit. Undergraduate. One biology class.
   3. 197 -1972
   5. Laurentian.
   6. Science.
   7. Biology.
   8. Ecology.
   9. Arctic. Biology. Ecology.

GEOGRAPHY:

322. Northern lands
   2. A comparative study of the lands bordering the Arctic Ocean and its adjacent seas including areas of Canada, Greenland, Iceland, Norway, and the U.S.S.R.; the exploration of the northern regions; a description of physical and human characteristics and renewable and non-renewable resources; problems of future development.
   Full credit. Undergraduate. Winter session.
   3. A. Haller. 1972
   4. Algoma College (Laurentian)
   5. Laurentian
   7-8. Geography.
   9. Geography. Northern lands.

323. Canadian Shield
   2. A systematic study of the Canadian Shield, involving an analysis of its physical setting in relation to past and present patterns of human occupancy; proposals for economic and social development of the region and the maintenance of its ecological balance.
   Full credit. Undergraduate. Winter session.
   3. A. Haller.
   4. Algoma College (Laurentian)
   5. Laurentian.
   7-8. Geography.
   9. Canadian Shield. Geography.

324. Northern lands
   2. Study of northern lands, with particular reference to Canada and the Nordic countries
   Full credit. Undergraduate.
   3. O.W. Saarinen. 197 -1972
   5. Laurentian
   6. Arts.
   7-8. Geography.
   9. Geography. Northern lands.

HISTORY:

325. The Canadian Indian in historical perspective
   2. Examination of the Indians of Canada and their interaction with Europeans and later with the Canadian government.
   Half credit. Undergraduate. Fall term.
   3. 1972-1973
   5. Laurentian
   6. Arts.
   7-8. History.
   9. History. Indian.

RELIGIOUS STUDIES:

326. Amerindian studies
   2. Appreciation of Indian religion with its social and cultural expressions.
   Full credit. Undergraduate.
   3. J.W.E. Newberry. 1972-1973
   5. Laurentian.
   6. Arts.
   7-8. Religious Studies.
   9. Indian. Religious studies.

8.3 RESEARCH

HISTORY:

327. Fur traders and missionaries
   2. Some reflections on the attitudes of the Hudson's Bay Company towards missionary work among the Indians.
   3. Frank Peake.
   5. Laurentian
   6. Arts and Science.
   7-8. History.
   9. Fur Trade. History. Religious studies.

9. UNIVERSITE LAVAL

9.1 PROJETS SPECIAUX

Le Centre d'Etudes Nordiques de l'université Laval

Les études nordiques à l'université Laval plongent leurs racines dans un lointain passé, caracterisé par des collaborations tant aux explorations sur les façades de la baie de James au 19e siècle qu'aux voyages du capitaine E. Bernier il y a une cinquantaine d'années. Plus près de nous, il est indéniable que l'organisation de l'Institut d'histoire et de géographie en 1946--l'année même de la loi du développement minier de l'Ungava--a fait naitre le plus important foyer polaire de l'université Laval. Nous disons le plus important car le Centre d'Etudes Nordiques ne groupe pas toutes les recherches "froides"; d'autres cellules en effet comme le Centre de l'eau, le département d'anthropologie, le département de géologie, le département de physiologie animent leur propre équipe de chercheurs. Au total, l'université Laval possède plusieurs dizaines de professeurs et d'étudiants gradués profondement engagés dans les affaires arctiques. Un tel bilan permettrait à d'autres institutions de se qualifier de nordiques!

Notes historiques concernant le Centre (CEN)

Depuis un peu plus de 20 ans, les études nordiques ont connu des progrès lents mais sûrs et irréversibles. Le continuum a été tel qu'il est difficile de parler d'année unique de fondation. Les manifestations polaires (enseignement) ont débuté en 1948 alors que les recherches d'été, non interrompues depuis lors, ont commencé en 1952 et les publications, l'année suivante. L'idée même d'une station sur le terrain a germé en 1954; il semble bien que le moment n'était pas encore venu, vu que quatre scientifiques québécois seulement--dont J. Rousseau--avaient répondu à notre premier appel. Ce n'est qu'en 1961 qu'une station temporaire a pu accueillir des chercheurs, et cela grâce à un arrêté ministériel du Québec qui proclamait:

> Attendu qu'une présence scientifique officielle et d'expression française est nécessaire pour ces territoires ....

Depuis lors, le CEN a volé de ses propres ailes. En 1970, le recteur de l'université Laval signait avec le gouvernement du Québec un bail de 30 ans concernant la station, devenue permanente, à Poste-de-la-Baleine sur la mer d'Hudson. Cette station consolide le principal programme du Centre, le projet Hudsonie, qu'animent André Cailleux et Serge Payette.

Quelques caractères du CEN

Lors de l'établissement des bilans détaillés de la dernière décennie, voici comment nous avons schématisé l'évolution décennale du CEN:

- Subventions gouvernementales modestes mais annuelles (Direction générale du Nouveau-Québec du ministère des Richesses Naturelles. Ministère féderal du Nord canadien).

- Structure administrative sous-développée (Bureau de Direction mais aucun sécretaire administratif).

- Autonomie de la politique scientifique (les subventions laissant au CEN le soin de procéder "comme bon lui semble"; le CEN doit cependant préparer des rapports détaillés).

- Eventail multidisciplinaire large: archéologie norioise, anthropologie culturelle, géomorphologie, climatologie, linguistique amérindienne; limnologie, géographie, botanique, biologie, pédologie.

- Travaux prépondérants mais non exclusifs dans la péninsule du Québec-Labrador (côtes de l'Hudson, du golfe du Saint-Laurant, de la baie d'Ungava).

- Prépondérance des recherches francophones (86% des travaux ont été publiés en français).

- Formation de chercheurs (près de 100 jeunes Nordistes ont acquis une expérience sérieuse sur le terrain).

- Enseignement annuel (près de 300 étudiants en classe).

- Publication de plus de 50 ouvrages (dont une bibliographie du Québec-Labrador, des dictionnaires esquimaux et de nombreux articles).

- Forte rentabilité des chercheurs (d'après A. Cailleux, une page publiée a couté de $200.00 à $300.00 au CEN, soit moins que le coût moyen d'une page dans le monde amphiatlantique).

Compte tenu qu'il était présomptueux de fonder un centre multidiscipliaire d'études nordiques à un moment où le gouvernement du Québec n'avait pas encore défini sa politique nordique, où le gouvernement d'Ottawa n'avait pas encore pris l'habitude de subventionner les Centres polaires canadiens et où l'université Laval n'avait pratiquement pas encore ouvert aux recherches ses structures d'enseignement le CEN, réalisé une bonne partie de ses objectifs. Mais le Centre est resté en deçà de ce que l'on pouvait attendre de lui car il a du évoluer dans un contexte limitatif en ce qui concerne tant le volume total de son budget que le statut même de la recherche à l'université.

Au delà du Nord et du Nord lavalois

Né comme trop tôt, le CEN a du se préoccuper du statut même de la recherche à l'université. Ce rôle de structuration ne fut pas moins important que celui des activités nordiques comme telles. Le CEN a violenté l'allure d'université d'enseignement que Laval se plaisait à avoir. La recherche gisait dans une situation de marginalité. Le CEN n'a pas seulement été une "expérience, une présence et une conscience du Nord" mais il a également été cela en rapport avec l'organisation universitaire de la recherche. Le fait que, depuis 1966, il était en dehors des cadres facultaires--structure appropriée à son caractère multidisciplinaire d'origine--le plaçait au front de l'évolution des attitudes face à la recherche. Mais cette conquête n'est pas encore achevée.

De plus, le CEN aura joué spontanément le rôle d' "anordisseur" général et, en particulier, auprès du gouvernement du Québec, de l'université Laval dans son ensemble, du grand public (nombreuses télémissions), de certaines autres universités et auprès de jeunes scientifiques. A ce titre, un bon nombre de nordistes qui percent présentement, tant à Montréal qu'ailleurs au Québec, ont vu leur premier travail publié sous les auspices du Centre ou, au moins, ont mûri au Centre. Par ailleurs, des chercheurs comme Gerry McNulty ont établi des ponts solides entre les Amérindiens et le CEN. A plusieurs reprises, les membres du CEN on été appelés à se prononcer sur des politiques et projets d'importance, issus tant des milieux gouvernementaux que des milieux privés.

Avec des moyens limités, le CEN a la témerité de penser qu'il a fait beaucoup. Par ses publications seulement, le CEN est devenu l'un des plus importants centres polaires, et non seulement dans le monde francophone. Si le CEN s'était abstenu d'agir dans un pays avant tout caractérisé par une nordicité élevée, vraiment n'aurait-il pas été coupable?

Sudiste laurentien, Le Nord, pour toi aussi!

MOT-CLEF: Institut Nordique

Hudsonie

Dans le but de favoriser le développement de recherches coordonnées, Hudsonie, le Centre d'Etude Nordiques (CEN) a conceptualisé en 1967 un programme décennal d'études integrées intéressant les côtes orientales de la mer d'Hudson. Ce programme de recherches est dirigé par les Professeurs Louis-Edmond Hamelin et André Cailleux, Centre d'Etudes Nordiques, Université Laval.

1. Objectifs généraux de la recherche

Les recherches multidisciplinaires devraient se poursuivre durant environ 10 ans. Le but final de ces travaux consiste dans le dégagement de schème définissant le meilleur degré d'habitabilité pour chacun des principaux milieux de la côte hudsonienne. L'habitabilité est prise dans un sens large et ne se limite pas à la considération sur la construction des édifices.

En plus de définir une masse peu commune de connaissances totales et intégrées d'un lieu, les recherches pourraient proposer des solutions concrètes à des problèmes nordiques spécifiques tels, d'une part, ceux de la scolarisation, de l'administration et de l'économie des Indigènes et, d'autre part, ceux de la mise en valeur de certains secteurs de l'univers hudsonien; le caviar, par exemple, est fourni par des espèces de poissons qui vivent dans le nord de la Russie et en Sibérie, dans des conditions physiques fort semblables à celles de la mer d'Hudson et des rivières qui s'y jettent; l'acclimatation et l'élevage de ces espèces ont été réussis ailleurs; il serait tout indiqué de les mettre à l'étude en Hudsonie. Et plusieurs autres ressources de ce genre pourraient être citées.

L'ensemble de la recherche est basée sur une série d'inventaires systématiques et compréhensifs des différents milieux écologiques interprétés, quand il y a lieu, en fonction des divers niveaux techniques. Pour atteindre ce résultat, trois principales catégories de disciplines ont été définies: les sciences de la terre basées sur la géologie, les sciences biologiques appliquées aux régions tant terrestres qu'hydrographiques, les sciences humaines appuyées sur l'anthropologie. Au contact des mondes physique et biologique, la climatologie.

2. L'aspect spatial

Le territoire à l'intérieur duquel ces recherches vont se poursuivre se situe dans la partie orientale du Nord canadien, le Nord tout le territoire qui possède au moins 200 VAPO*(Valeurs polaires); dans le Canada oriental, le seuil géographique qui forme la limite sud du Nord relie la basse Côte-Nord à l'Ontario septentrional en passant par le Mistassini.

Dans sa phase présente, le programme Hudsonie ne comprend qu'une section de l'immense nappe hydrographique hudsonienne qui englobe du sud au nord la baie de James, la mer d'Hudson, le détroit d'Hudson et le golfe de Foxe. Le projet d'études de L'Hudsonie touche cependant à chacune des régions marines précitées et à leur façade terrestre respective. Aussi, sur le plan des propriétés ou des juridictions, le programme hudsonien intéresse-t-il l'Ontario, le Québec, les Territoires du Nord-Ouest (districts de Keewatin et de Franklin), les eaux côtières et des eaux extra-territoriales.

Il ne s'agit pas d'étudier systématiquement tout cet ensemble de plus de 1,600 km (1,000 milles) de long mais de choisir des foyers caractéristiques des diverses combinaisons nordiques régionales. Il y a deux types de régions pilotes: l'unité de Fort-George, les îles structurales au nord de Poste-de-la-Baleine, etc....; représentativité écologique. En largeur, le territoire hudsonien ne dépassera pas, dans la plupart des secteurs étudiés quelques dizaines de milles à prendre sur le continent ou sur la mer.

---

*VAPO (valeur polaire): un indice de nordicité basé sur le milieu physique et humain de chaque lieu. Le maximum ~~de~~ nordicité (le pôle nord) compte 1,000 VAPO.

Ce territoire de référence offre l'avantage d'être zoné à la fois naturellement et culturellement. Peu importent les termes; pour certains auteurs s'étagent, du sud au nord, le Subarctique, l'Hémiarctique (Jacques Rousseau) et l'Arctique. Pour d'autres, il s'agit de divers faciès dans le Moyen-Nord et dans le Grand-Nord. Cet "étagement" latitudinal et la mobilité climatique amènent une très grande variété de mégamilieux physiques: au sud, problèmes d'une agriculture très marginale, de la forêt, des réserves en eaux, du castor au nord, problèmes de la toundra, du pergélisol, des glaces flottantes en durée prolongée. L'écologie naturelle a une portée anthropologique nette: au sud, les Indiens de la forêt; au nord L'Esquimau, cet homme du littoral des mers froides.

L'éventail écologique est bien davantage étendu lorsqu'on descend au niveau des micromilieux, comme le montre l'étude pilote du carré Roc.

La variété des milieux apparaît aussi longitudinalement. A distinguer, en allant de la mer vers la terre, les eaux de la plate-forme continentale, les eaux littorales parfois protégées du large par les îles péri-littorales, les estuaires, les terrasses du Quaternaire, les crans rocheux dénudés lors de la submersion post-glaciaire, les plateaux intérieurs avec taïga, lacs et rivières, tourvières réticulées et palses (buttes de tourbe à centre gelé).

Au point de vue de l'aménagement du territoire, la partie terrestre de l'Hudsonie hors les villages, est caractérisée par une organisation spatiale très restreinte. Toute reflexion sur cet aspect pourrait conduire à une conceptualisation du sous-developpement dans les pays froids et à des suggestions concernant la meilleure structuration pour de tels écoumènes à si faible peuplement.

3. Les disciplines en cause

Par sa nature même, le projet Hudsonie embrasse les quatre milieux principaux: la terre émergée, l'air, les eaux douces et la mer, et il met en jeu, d'une manière coordonnée des disciplines très variées. A la base, il faut une étude du terrain, à quoi concourent d'abord la géodésie, l'astronomie et la topographie, pour fixer de façon précise la position des points et des aires étudiees. La géologie est indispensable pour déterminer la nature des terrains et éventuellement leurs ressources minérales et pour retracer leur histoire ancienne; la géophysique étudie leurs propriétés physiques en surface mais aussi en profondeur; la géomorphologie analyse leurs formes, cadres de toute activité, elle les classe et les interprète.

Le climat de la région est certes déjà assez bien connu, quand il s'agit de l'air. Mais la climatologie du sol, si importante pour les plantes et pour les activités humaines (qu'on songe par exemple à l'implantation des canalisations et des bâtiments sur sous-sol gelé) n'a pratiquement pas été étudiée, et qui plus est la variation de ces climats, celui de l'air et celui du sol, suivant qu'on est près ou loin de la mer, en forêt ou au grand air, face au nord ou au sud, n'a encore fait l'objet d'aucune recherche: il y a ainsi toute une campagne de microclimatologie à entreprendre.

La limnologie étudiera la compositon chimique et les propriétés physiques de l'eau des rivières et des lacs; la glaciologie et la nivologie, respectivement les glaces terrestres ou marines, et les neiges. L'étude des sols, ou pédologie est évidemment fondamentale. Les sols sont le support de toute vie terrestre: microbes, plantes, animaux, objets de la microbiologie, de la botanique et de la zoologie. Ces trois disciplines s'appliqueront d'ailleurs aussi, au fur et à mesure, aux autres mesures, aux autres milieux: eaux douces, mer et air. Etant donné la plus grande variété du monde animal, c'est en zoologie qu'on peut prévoir les études les plus nombreuses, au bout d'un certain nombre d'années.

Les milieux physique et biologique sont une introduction toute naturelle au milieu humain. Celui-ci sera envisagé dans ses origines, par l'archéologie et l'histoire, tandis que l'anthropologie physique s'attachera à préciser localement les caractères des principaux groupes ethniques ici heureusement intégrés: Esquimaux, Indiens et Blancs; les problèmes du métissage seront évidemment abordés. De même, l'anthropologie culturelle étudiera les comportements des Esquimaux et des Indiens leurs éventuelles relations entre eux et avec les Blancs, en particulier l'acculturation. Du fait de la coexistence des quatre langues: esquimaude, algique, française et anglaise, la linguistique trouvera un champ d'application non moins favorable à la fois sur les plans théorique et pratique. La présence fréquente d'un sous-sol gelé en permanence pose ici à l'architecture et à l'urbanisme des problèmes très originaux qui retiendront l'attention. Toutes ces recherches convergentes permettront de mieux connaître et promouvoir le développement économique de la région.

Ainsi les disciplines en cause sont extrêmement nombreuses. Leur variété, toutefois, n'a rien qui puisse choquer. Bien au contraire, elle est voulue, l'essence même du projet étant justement la coordination des différents genres et plans de recherches, et en conséquence, la coordination de plus en plus poussée des résultats. L'abondance prévisible de ceux-ci mettra obligatoirement en cause des problèmes d'informatique: qu'on songe, par exemple, à l'extrême utilité, pour chaque chercheur d'être tenu au courant, dans un délai aussi bref que souhaitable, des principaux résultats acquis par ses confrères d'autres disciplines.

On est aussi en droit d'espérer s'approcher, au cours d'une dizaine d'années de l'idéal maintes fois défini, mais pas encore atteint, d'une géographie globale.

Au total, le projet Hudsonie s'incrit bien dans l'ensemble des activités du Centre d'Etudes nordiques, et il intéresse heureusement les différentes Facultés de l'université Laval. Le travail déjà fait en Hudsonie depuis plusieurs années permet d'envisager avec optimisme l'extension, l'approfondissement et la coordination des recherches régionales.

MOT-CLEF: Programme Nordique

Formation de travailleurs communautaires autochtones

1. Objectifs:

Le programme veut fournir aux amérindiens québécois des cadres organiques à l'activité communautaire. Ces cadres, véritables travailleurs ou animateurs communautaires issus du peuple même seront appelés, leur formation terminée, à agir directement dans leur milieu en tant que catalyseurs de l'action collective, comme travailleurs sociaux, managers, fonctionnaires, agents de communication ou d'information, éducateurs, spécialistes des loisirs, agents de probation ou de réforme, etc. Ce seront des organisateurs, des conseillers techniques, des éducateurs de groupe.

En même temps, le programme veut permettre aux amérindiens de poser eux-mêmes les questions auxquelles les recherches de certains scientifiques tenteront de répondre. Concouremment, il souscrira la participation des stagiaires à chacune des phases de l'opérationalisation de la recherche; de cette manière le programme veut englober dans une entreprise commune scientifique et amérindien: l'explication et la compréhension de la situation des peuples autochtones québécois.

2. Moyens:

Un groupe de travail permanent serait formé à l'intérieur du CEN, charge d'organiser un stage de formation de deux ans au bénefice de jeunes amérindiens.

Le nombre de stagiaires ne pourrait dépasser dix ou quinze personnes spécifiquement sélectionnées en fonctions: 1) de leur aptitude à parler anglais ou francais, 2) de leur ferme détermination à orienter leur carrière vers le service aux collectivités amérindiennes, 3) de la recommandation de groupes, institutions ou autres éléments réprésentatifs des collectivités amérindiennes.

Les stagiaires résident à Québec et reçoivent une compensation hebdomadaire pendant la période d'étude. (Les gens mariés peuvent ainsi être accompagnés de leur famille.) La méthode d'enseignement repose surtout sur la pratique et l'animation plutôt que sur une pédagogie orthodoxe et des cours magistraux.

En cours de stage, les travailleurs communautaires se familiariseraient avec les sujets suivants:

- Géographie et histoire amérindienne
- Anthropologie amérindienne québécoise
- Sociologie de la dépendance
- Eléments de sciences économiques et du développement des peuples
- Eléments de science politique et de droit
- Les grandes organisations
- Psychologie sociale
- Français

Par ailleurs, les stagiaires aborderaient les techniques suivantes:

- Communications de groupe
- Invervention sociale
- Dynamique des groupes restreints
- Planification, programmation
- Gestion

Chaque stagiaire, pendant les deux années de formation:

- Reçoit un enseignement (cours réguliers) portant sur les sujets ci-haut énoncés

- Participe, comme auxiliaire, à un projet de recherche amérindienne

- Participe, pendant un été, à un projet de développement socio-économique dans une communauté amérindienne

- Participe, comme travailleur à plein temps, à une entreprise gouvernementale, para-gouvernementale ou coopérative, au sein d'un programme touchant le développement social ou économique. (Au moins deux sessions de deux mois chacune organisées pour chaque candidat.)

- Dirige un projet de travail communautraire (ex: rédaction d'un livre en esquimau, montage d'une bande magnétoscopique sur les loisirs à Mistassini, etc.)

- Participe à des voyages ou sessions d'information sur des sujets d'intéret communautaire.

Il faudrait tendre à ce qu'une reconnaissance officielle de compétence soit délivrée aux stagiares en fin d'études par l'Université Laval, et reconue par l'Etat. (Ex: travailleur communautaire, professionnel, classification: villages amérindiens.)

En fin de stage, les diplomés seraient orientés vers des secteurs spécifiques d'action tels: la gestion des coopératives, l'administration de village ou régionale, l'animation du développement communautaire, l'éducation de groupe, les loisirs populaires, l'aide sociale, etc. et cela au sein des communautés amérindiennes. Le choix de cette orientation fondamentale pourrait être fait après la première année; en accord avec les organismes intéressés, la formation du candidat serait particularisée en vue de la carrière choisie lors de la seconde année du stage.

3. Cadre administratif

Le secteur de CEN chargé de la formation des travailleurs communautaires serait sous la responsabilité immédiate d'un animateur-pédagogue. Celui-ci devrait être formé aux disciplines des sciences humaines et surtout bénéficier d'une expérience pratique de milieu autochtone québécois.

Le candidat devrait en sus posséder une bonne connaissance de l'intervention sociale, une aptitude à la recherche et une familiarité particulière avec les rouages de l'administration publique.

Ce dernier point a une certaine importance, puisque, comme on l'a vu, le CEN agira beaucoup plus comme catalyseur que comme éducateur dans l'exécution du programme. En effet, les stagiaires seront appelés à participer à diverses initiatives entreprises au sein d'institutions non directement reliées au CEN. Ils profiteront par ailleurs d'une marge considérable d'exercice libre tant dans la sélection des projets que dans l'orientation de leur formation. La pédagogie active exige en effet un tel non-directivisme. Les seules contraintes imposées aux stagiaires sont la concentration en un lieu précis de leur travail quotidien, la participation aux travaux du groupe et enfin, l'assistance aux cours formels et sessions d'information organisées par le CEN.

Les hommes-ressources ou conférenciers invités lors de telles sessions ou cours seront avant tout sélectionnés parmi les permanents du CEN d'abord et au sein des facultés de l'Université Laval. Il n'est cependant pas exclus que des spécialistes extérieurs à l'université soient mis à contribution de temps à autre, selon les besoins.

Pour garantir tant la participation autochtone que l'efficacité administrative, le programme de formation des travailleurs communautaires serait dirigé par un comité de coordination formé:

- Du directeur du CEN
- De l'animateur-pédagogue
- De deux stagiaires
- D'un délégué esquimau (probablement un des directeurs de la compagnie d'information esquimaude "Sulijut-Sivumut")
- D'un délégué indien.

Ce conseil serait l'autorité supérieure du programme. Il ferait rapport au directeur du CEN qui agit comme chef de programme et qui, à ce titre, veille à la régularisation administrative et au financement du programme; sur le plan du contenu, il approuve le curriculum, le choix des informateurs ou hommes ressources invités et s'assure que les décisions du comité de coordination sont mises à exécution.

L'animateur/pédagogue est placé sous l'autorité du directeur du CEN quitte à assumer par délégation certaines des responsabilités de ce dernier reliées au programme de formation de travailleurs communautaires.

4. Projet pilote

Le programme sera d'abord appliqué aux esquimaux du Nouveau-Québec, quitte à s'étendre aux autres cultures amérindiennes québécoises dès que l'efficacité de l'expérience aura été confirmée.

Le relatif isolement de cette culture dans une aire géographique bien spécifiée, le singulier contexte historique et sociologique où ce peuple évolue, l'intéret déjà manifesté de ces jeunes pour un projet tel que le nôtre permettront d'isoler certaines variables incidentes au développement du programme et d'ainsi apprécier plus aisément son efficacité, de corriger et d'adapter si lieu il y a, ses lignes de force.

Le Nouveau-Québec présente, pour parler simplement, une excellente éprouvette.

D'ailleurs un certain groupe de chefs de file esquimaux nouveau-québécois viennent de fonder une société sans but lucratif appelée "Sulijut Sivumut" (ce qui est vrai, pour le futur) dont l'objectif est de fournir de l'information écrite et parlée aux gens de leur petit peuple. Ils ont manifesté un intérêt prononcé pour l'idée d'un programme de formation de travailleurs communautaires, où une certaine partie du temps des stagiaires pourrait être mis à profit au bénéfice d'une action d'information auprès des populations mêmes, par le biais de "Sulijut Sivumut." Cette incidence offre au départ l'inestimable avantage de fournir aux stagiaires un véhicule direct vers le champ éventuel de travail.

A la fin de la première année, nous serons en mesure d'offrir le programme aux jeunes leaders indiens. Cependant, l'un deux-avec qui nous avons délibéré--serait disposé à participer aux travaux du programme de formation dès sa mise en marche. Une telle initiation favoriserait une adaptation souple des activités aux besoins spécifiques des gens de culture indienne quand il sera possible d'y répondre. Ce jeune homme a terminé sa douzième année et saurait agir comme assistant de l'animateur.

MOT-CLEF: Service Social

9.3 COURS

ANTHROPOLOGIE:

328. Ethnologie des Indiens I
3. Marie-Françoise Guédon. 1972
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Indien.

329. Ethnologie des Indiens II
3. Marie-Françoise Guédon. 1972
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Indien.

330. Travaux pratiques (Indiens I)
2. Deuxième cycle.
3. Serge Bouchard. Marie-Françoise Guédon. 1972
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Indien.

331. Travaux pratiques (Indiens II)
2. Deuxième cycle.
3. Serge Bouchard. Marie-Françoise Guédon. 1972
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Indien.

332. Ethnologie des Esquimaux I
2. Deuxième cycle. 3 crédits.
3. B. Saladin d'Anglure. 1972
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Ethnologie.

333. Ethnologie des Esquimaux II
2. Deuxième cycle. 3 crédits.
3. Louis-Jacques Dorais. 1972
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Ethnologie.

334. Travaux pratiques (Esquimaux I)
3. B. Saladin d'Anglure. 1972
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Esquimau.

335. Travaux pratiques (Esquimaux II)
3. B. Saladin d'Anglure. 1972
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Esquimau.

336. La participation en milieu traditonnel
2. Deuxième trimestre.
3. André Dandenault. 1971-1972
5. Laval.
6. Faculté des Sciences Sociales.
8. Anthropologie.
9. Anthropologie. Esquimau. Indien.

337. Seminaire d'anthropologie appliquée
2. Deuxième cycle.
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Indien.

338. Changements culturels
2. Deuxième cycle.
3. Roger Pothier.
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Indien.

339. Anthropologie appliquée
2. Deuxième cycle.
3. Roger Pothier. 1972
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Indien.

340. Analyse de mythes
2. Deuxième cycle.
3. Rémi Savard. 1972
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Mythologie.

341. Ethnographie sémantique
2. Deuxième cycle.
3. Rémi Savard.
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Linguistique.

342. Art primitif
2. 3 crédits. Deuxième cycle.
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Art.

ARCHEOLOGIE:

343. Archéologie nordique
2. Deuxieme trimestre.
3. Thomas E. Lee. 1971-1972
5. Laval.
7. Centre d'Etudes Nordiques
8. Archéologie.
9. Archéologie. Nord.

GEOLOGIE:

344. Géomorphologie et quaternaire
2. Premier trimestre.
3. André Cailleux. 1971-1972
5. Laval.
6. Faculté de Lettres.
7. Institut de Géographie.
8. Géologie.
9. Géographie. Géologie.

GÉOGRAPHIE:

345. Géographie amérindienne
2. Premier trimestre.
3. Gerry E. McNulty. 1971-1972
5. Laval.
7. Centre d'Etudes Nordiques.
8. Géographie.
9. Esquimau. Geographie. Indien.

346. Géographie du Canada
2. Deuxième trimestre.
3. Louis-Edmond Hamelin. 1971-1972
5. Laval.
6. Faculté de Lettres.
7. Institut de Géographie.
8. Géographie.
9. Canada. Géographie.

347. Phytogéographie
2. Deuxième trimestre.
3. Serge Payette. 1971-1972
5. Laval.
6. Faculté d'Agriculture.
8. Géographie.
9. Biologie. Ecologie. Géographie.

348. Séminaire de climatologie
2. Premier trimestre.
3. Cynthia Wilson. 1971-1972
5. Laval.
6. Faculté de Lettres.
7. Institut de Géographie.
8. Géographie.
9. Climatologie. Géographie.

HISTOIRE:

349. Les Algonkiens du Nord-Est (1497-1760)
2. Travail pratique. L'objet en est de rechercher de communiquer et discuter les connaissances acquises de 1900 à 1970 sur les continuités et variations survenues entre 1497 et 1760 dans la démographie des Algonkiens du Nord-Est, les noms et distribution de leurs tribues, bandes et villages, leurs croyances, systèmes sociaux et culture matérielle.
3. Louis Chevrette.
5. Laval.
6. Institut d'Histoire.
8. Histoire.
9. Algonkiens. Histoire. Nord-Est.

350. Introduction à l'ethnohistoire nord-américaine
2. L'objet du cours est de faire connaître et évaluer l'acquis fondamental des connaissances sur la démographie, les aires et traditions culturelles des Nord-Amérindiens de la période préhistorique, sur leur démographie, aires linguistiques et culturelles durant la période historique sur les événements, personnalités, le contenu et le changement de la culture, durant cette même période, de quelques tribues nord-amérindiennes, notamment les Iroquois et les Algonkiens du Nord-Est (1497-1760), sur les interactions de ces tribues avec les Européans, étudié en relation avec changements culturo-sociaux.
3. Louis Chevrette. 1971
5. Laval.
6. Institut d'Histoire.
8. Histoire.
9. Esquimau. Ethnologie. Histoire. Indien.

351. Monde nordique
2. Deuxième trimestre.
3. Christian Morissonneau. 1971-1972
5. Laval.
7. Département d'Histoire.
8. Histoire.
9. Histoire. Nord.

ETUDES INTER- ET MULTIDISCIPLINAIRES:

352. Ecologie végétale
2. Premier trimestre.
3. Serge Payette. 1971-1972
5. Laval.
6. Faculté d'Agriculture.
8. Interdisciplinaire.
9. Agriculture. Biologie. Ecologie.

LINGUISTIQUE:

353. Structure des langues algonquines
2. Deuxième cycle.
3. Josée Mailhot. 1972
5. Laval.
6. Sciences Sociales.
7. Anthropologie.
8. Linguistique.
9. Algonquin. Linguistique.

354. Langue Montagnaise I
2. Deuxième cycle.
3. Gerry McNulty. 1972
5. Laval.
6. Sciences Sociales.
7. Anthropologie.
8. Linguistique.
9. Anthropologie. Linguistique. Montagnais.

355. Langue Montagnaise II
2. Deuxième cycle.
3. José Mailhot. 1972
5. Laval.
6. Sciences Sociales.
7. Anthropologie.
8. Linguistique.
9. Indien. Linguistique. Montagnais.

356. Travaux pratiques (Montagnais)
2. Deuxième cycle.
3. Marie-Jeanne Basile. Georges Mestokocho. 1972
5. Laval.
6. Sciences Sociales.
7. Anthropologie.
8. Linguistique.
9. Indien. Linguistique. Montagnais.

357. Géographie linguistique amérindienne
2. Deuxième cycle.
5. Laval.
6. Sciences Sociales.
7. Anthropologie.
8. Linguistique.
9. Indien. Linguistique.

358. Ethnolinguistique
2. Deuxième cycle.
3. Jacques Deray. 1972
5. Laval.
6. Sciences Sociales.
7. Anthropologie.
8. Linguistique.
9. Esquimau. Indien. Linguistique.

359. Langue Esquimaude I
3. J. Doré. 1972
5. Laval.
6. Sciences Sociales.
7. Anthropologie.
8. Linguistique.
9. Esquimau. Linguistique.

360. Langue Esquimaude II
3. Lea D'argencourt. 1972
5. Laval.
6. Sciences Sociales.
7. Anthropologie.
8. Linguistique.
9. Esquimau. Linguistique.

9.3 RECHERCHES

ANTHROPOLOGIE:

361. Acculturation et socio-économie chez les Montagnais et les Naskapi du lac John près de Schefferville
3. Pierrette Desy. 1971
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Acculturation. Economie. Montagnais.
Naskapi. Schefferville. Sociologie.

362. Mythologie esquimaude sur la côte ouest de l'Ile, Victoria
3. Maurice Métayer. 1966
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. Esquimau. Mythologie.

363. Culture esquimaude
2. Rédaction de manuel de culture esquimaude.
Direction générale du Nouveau-Québec, Ministére des richesses naturelles du Québec.
Ouvrages destinés à l'éducation des Esquimaux du Nouveau-Québec.
3. Maurice Métayer. 1971-1973
4. Québec et Cambridge Bay (T.N.O.).
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. Culture. Esquimau. T.N.O.

364. Unipkaq. Traditions des Esquimaux de Coppermine
3. Maurice Métayer. 1969
5. Laval.
8. Anthropologie.
9. Anthropologie. Coppermine. Esquimau. T.M.O.
Unipkaq.

365. Les relations entre les vivants et les morts a Tête-a-la-Baleine
3. Josée Mailhot. 1965
4. Tête-à-la-Baleine.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. Littérature. Tête-à-la-Baleine.

366. North West River; Etude ethnographique
3. Josée Mailhot. Andrée Michaud. 1965
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. Indien.
Montagnais. Naskapi. North West River.

367. Programme biologique international. Secteur de Puvirnituq (Ungava, Province de Québec, Canada)
3. Marcel Bournérias. 1970
5. Laval.
8. Anthropologie.
9. Anthropologie. Puvirnituq. Ungava.

368. L'organisation économique et sociale de la réserve de Mingan
3. Marc-Adélard Tremblay et les étudiants en anthropologie. 1965-1966
5. Laval.
8. Anthropologie.
9. Anthropologie. Economie. Mingan. Sociologie.

369. Structure et organisation sociale sur la Côte sud du Labrador
3. Pierre Jolin. 1965
5. Laval.
6. Sciences Sociales.
8. Anthropologie.
9. Anthropologie. Labrador. Sociologie.

370. La chasse des mammifères marins chez les Ivujivimmuit
3. Camille Roy.
5. Laval.
8. Anthropologie.
9. Anthropologie. Chasse. Ivujivimmuit.
Mammifères marins.

371. L'ethnographie de la Côte-Nord du Saint-Laurent
3. Marc-Adélard Tremblay. 1967
5. Laval.
8. Anthropologie.
9. Anthropologie. Côte-Nord du Saint-Laurent.
Ethnologie.

372. Pays de l'Eau Rouge
2. Film en 16 mm. Produit par le CEN avec la collaboration de la Cinémathèque de l'Université Laval, de l'Office du Film de Quebec, des Compagnies Gama Films et Films Lavoie.
3. Hughes Morrissette. 1966
4. Baie de James.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. Baie de James. Film.

373. Les tournois traditionnels esquimaux (jeux et chants)
3. Lise Allard-Corcorau. 1972
4. Fort-Chimo
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Jeux. Nouveau-Québec.

374. Rôle de la parenté dans l'organisation socio-territoriale des Ivujivimmuit
2. Thèse.
3. Yves Bernier. 1971
4. Povungnituk; Ivujivik; Sugluk.
5. Laval.
6. Sciences Sociales.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Ivujivimmuit. Sociologie.

375. Formation d'animateurs et de meneurs amérindiens
2. Programme de formation de deux ans pour 6-8 autochtones du Nouveau-Québec. Direction générale du Nouveau-Québec, Ministère des richesses naturelles du Québec.
3. André Dandenault, anthropologue et assistant. Application du programme prévue pour 1972-1974 avec des Esquimaux, plus tard avec des Indiens.
4. Québec et Nouveau-Québec.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie/Sociologie.
9. Anthropologie. Esquimau. Indien. Sociologie.

376. Nom et parenté chez les Esquimaux Tarramuit du Nouveau-Québec (Canada)
2. "Exchanges et communications," volume d' hommage au professeur C. Lévi-Strauss, Mouton, LaHaye.
3. Bernard Saladin D'Anglure. 1970
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. Esquimau. Nouveau-Quebec. Tarramuit.

377. Mission chez les Esquimaux Tarramuit du Nouveau-Quebec (Canada)
2. "L'homme," Vol. 7, cahier 4, p. 92-100.
3. Bernard Saladin D'Anglure. 1967
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Esquimau. Etudes religieuses. Nouveau-Quebec. Tarramuit.

378. L'organisation sociale traditionnelle des Esquimaux de Kangirsujuaaq.
3. Bernard Saladin D'Anglure. 1970
5. Laval.
6. Centre d'Etudes Nordiques.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Kangirsujuaaq. Sociologie.

379. Ethnography of the New Quebec (Arctic Quebec) Eskimos
2. Arts Council of Canada.
3. Bernard Saladin D'Anglure. 1972
4. Université Laval.
5. Laval.
6. Arts.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Ethnologie. Nouveau-Quebec.

380. Values and socio-economic change: the George River case
2. Analyse ethnologique des changements dans le système de valeurs à George River en s'inspirant des travaux de Kluckholm et Strodtbeck sur le même sujet.
3. Saul E. Arbess. 1967
4. George River.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. George River. Sociologie.

381. Social change and the Eskimo Cooperative at George River
3. Saul E. Arbess. 1965
4. George River (N.Q.).
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. Cooperative. Esquimau. George River.

382. L'adoption chez les Esquimaux de Tununermuit
3. Jerôme Rousseau
4. Pond Inlet (T.N.O.).
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Adoption. Anthropologie. Esquimau. Pond Inlet. T.N.O. Tununermuit.

383. Relations inter-ethniques et acculturation à Mistassini
3. Roger Pothier. 1965
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Acculturation. Anthropologie. Indien. Mistassini.

384. Isolement et vision du monde à Saint-Augustin
3. Paul Charest. Marc-Adelard Tremblay. 1967
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. Nouveau-Québec. Saint-Augustin.

385. La culture matérielle des Blanc-Sablonais
3. Yvan Breton. 1968
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. Blanc-Sablon. Culture. Côte-Nord du Saint Laurent.

386. Fort Chimo
3. Michèle Bonenfant. 1964
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Acculturation. Anthropologie. Esquimau.

387. Description ethnographique de la culture contemporaine des Indiens de Mistassini
3. Roger Pothier. Bernard Dagenais. 1963
5. Laval.
6. Centre d'Etudes Nordiques.
8. Anthropologie.
9. Anthropologie. Cris. Culture. Indien. Mistassini.

388. Contribution à l'ethnographie des côtes de Terre-Neuve
3. Jean-Claude Dupont. 1968
5. Laval.
8. Anthropologie.
9. Anthropologie. Ethnologie. Terre-Neuve.

389. Mistassini-Albanel; contributions to the prehistory of Québec
3. Charles A. Martijn, et E.S. Rogers. 1969
5. Laval.
8. Anthropologie.
9. Anthropologie. Mistassini. Préhistorie.

390. Changement culturel et développement communau chez les Indiens Cris et Waswanipi
   3. Norman A. Chance. Roger Pothier. Marcel Samson. 1965
   5. Laval.
   8. Anthropologie.
   9. Anthropologie. Cris. Sociologie. Waswanipi.

391. Bibliographie sur l'administration des Indiens du Canada et des Etats-Unis
   3. Marc-Adélard Tremblay. 1970
   5. Laval.
   6. Centre d'Etudes Nordiques.
   8. Anthropologie.
   9. Administration. Anthropologie. Bibliographie. Indien.

392. Bibliographie de la Péninsule du Québec-Labrador
   3. Alan Cooke et Gabien Caron. 1968
   5. Laval.
   8. Anthropologie.
   9. Anthropologie. Bibliographie. Québec-Labrador.

393. Fort-George ou Tsesa-Sippi (Contribution à une étude sur la désintégration culturelle d'une communauté indienne de la Baie James)
   3. Pierrette Désy. 1968
   4. Fort-George, Québec.
   5. Laval.
   6. Centre d'Etudes Nordiques.
   8. Anthropologie.
   9. Anthropologie. Baie James. Cris. Culture. Indien. Mistassini.

394. Le panthéon esquimau et l'organisation sociale
   3. R. Savard. 1967
   5. Laval.
   6. Arts.
   7. Sociologie.
   8. Anthropologie.
   9. Esquimau. Sociologie.

395. Mythologie esquimaude. Analyse de textes nord-groenlandais
   3. Rémi Savard. 1966
   5. Laval.
   6. Centre d'Etudes Nordiques.
   8. Anthropologie.
   9. Anthropologie. Esquimau. Mythologie. Thule.

396. Les Esquimaux de Bathurst Inlet
   3. Rémi Savard. 1966
   5. Laval.
   8. Anthropologie.
   9. Anthropologie. Bathurst Inlet. Esquimau. T.N.O.

397. Le périglaciaire par l'image
   2. Centre d'Etudes Nordiques. Tra. et doc. no. 4, Québec.
   3. Louis-Edmond Hamelin et Frank A. Cook. 1967
   5. Laval.
   6. Centre d'Etudes Nordiques.
   8. Anthropologie.
   9. Geologie.

398. Gastronomie montagnaise
   2. Recettes de cuisine indienne. Ministère de l'Education du Québec (Actions concertées)
   3. G. McNulty, linguiste et Marie-Jeanne Basile, indienne de Mingan. (1972-1973)
   4. Québec et Sept-Iles.
   5. Laval.
   6. Centre d'Etudes Nordiques.
   8. Anthropologie.
   9. Cuisine. Indien. Enseignement ménager. Montagnais.

ARCHEOLOGIE:

399. Pre-Columbian discoveries in Ungava Peninsula
   3. Thomas E. Lee. 1970
   5. Laval.
   6. Centre d'Etudes Nordiques.
   8. Archéologie.
   9. Archéologie. Ungava.

400. Archaeological investigations on Pamiok Island, Ungava Bay
   2. National Research Council
   3. Thomas E. Lee. 1969-1970
   4. Pamiok Island, Ungava Bay
   5. Laval.
   6. Centre d'Etudes Nordiques.
   7-8. Archéologie.
   9. Archéologie. Pamiok Island. Ungava.

401. Norse investigations in Ungava archaeology
   2. Centre d'Etudes Nordiques.
   3. Thomas E. Lee. 1972
   4. Ungava Peninsula.
   5. Laval.
   6. Centre d'Etudes Nordiques.
   8. Archéologie.
   9. Archéologie. Norse. Ungava.

402. Archaeological investigations at Lake Abitibi, 1964
   2. Centre d'Etudes Nordiques, Tra. div. no. 12, Québec.
   3. Thomas E. Lee. 1964
   5. Laval.
   6. Centre d'Etudes Nordiques.
   8. Archéologie.
   9. Archéologie. Lake Abitibi.

403. Payne Lake, Ungava Peninsula, Archaeology, 1964
   2. Centre d'Etudes Nordiques, Tra. div. no. 12, Québec.
   3. Thomas E. Lee. 1966
   5. Laval.
   6. Centre d'Etudes Nordiques.
   8. Archéologie.
   9. Archéologie. Payne Lake. Ungava.

404. Fort Chimo and Payne Lake, Ungava, Archaeology, 1965
   2. Centre d'Etudes Nordiques, Tra. div., no. 16, Quebec.
   3. Thomas E. Lee. 1967
   5. Laval.
   6. Centre d'Etudes Nordiques.
   8. Archéologie.
   9. Archéologie. Fort Chimo. Payne Lake. Ungava.

405. Archaeological discoveries, Payne Bay region, Ungava, 1966
2. Centre d'Etudes Nordiques. Tra. div., no. 20. Québec.
3. Thomas E. Lee. 1966
5. Laval.
6. Centre d'Etudes Nordiques.
8. Archéologie.
9. Archéologie. Payne Bay. Ungava.

406. Archaeological findings of Gyrfalcon and Eider Islands
2. Centre d'Etudes Nordiques. Tra. div., no. 27 Québec.
3. Thomas E. Lee. 1969
5. Laval.
6. Centre d'Etudes Nordiques.
8. Archéologie.
9. Archéologie.

407. Reconnaissance archéologique dans la région de Pond Inlet, Territoires du Nord-Ouest
3. Guy Mary-Rousselière. 1965
5. Laval.
6. Centre d'Etudes Nordiques.
8. Archéologie.
9. Archéologie.

ARCHITECTURE:

408. Design of a research station for northern Quebec
3. L. Zrudlo. 1970
5. Laval.
7-8. Architecture.
9. Architecture. Nouveau-Québec.

COMMERCE ET ECONOMIE POLITIQUE:

409. Revenu esquimau et assistance sociale
2. Etablissement de barèmes d'assistance sociale (rapport déposé en juillet 1972).
Direction générale du Nouveau-Québec, Ministère des richesses naturelles du Québec.
3. Christian Morissonneau. (1971-72)
4. Québec et Nouveau-Québec.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Economie.
9. Economie. Esquimau. Sociologie.

410. La mise en valeur du Grand-Nord Québecois et l'avenir de ses populations amerindiennes
2. Le congres international "Développement économique de l'Arctique et avenir des Sociétés esquimaudes."
3. Jacques Rousseau.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Economie.
9. Economie. Indien.

411. Une étude du developpement chez les indiens Cris
2. "Problèmes nordiques des façades de la Baie de James." ed. par H. Morrissette et L.E. Hamelin. ff. 49-68. Tra. div., no. 18
3. Roger Pothier et Norman A. Chance. 1967
5. Laval.
6. Sciences Sociales.
7. Centre d'Etudes Nordiques.
8. Economie.
9. Cris. Economie. Sociologie.

412. Arctic and Middle North transportation
2. Note, Cahiers de Géographie de Québec, no. 30, 1969, p. 385.
3. Jean Cermakian. 1969
5. Laval.
6. Centre d'Etudes Nordiques.
8. Communications.
9. Communications. Moyen-Nord.

EDUCATION:

413. Le Monde nordique. Cours télevisés à Radio-Canada
3. R. Bergeron. Louis-Edmond Hamelin. Jacques Rousseau. 1964-1965.
5. Laval.
7. Département de l'Extension.
8. Education.
9. Education. Nord. Radio. Télévision.

ENVIRONNEMENT:

414. A preliminary study of the radiation balance at Poste-de-la-Baleine
3. Cynthia Wilson. M.A. MacFarlane. 1971
5. Laval.
8. Environnment.
9. Education. Environnement. Météorologie. Poste-de-la-Baleine.

GEOLOGIE:

415. Contribution a l'étude de la ferruginisation et de la ferrètisation de sédiments récents sous climats froids, a Poste-de-la-Baleine (Nouveau-Québec)
3. M. Boyé et S. Gourdon.
5. Laval.
8. Géologie.
9. Geologie. Poste-de-la-Baleine. Sédimentologie.

GEOGRAPHIE:

416. Le probleme de la pollution par déchets domestiques dans un village arctique, Puvirnituq, Nouveau-Québec
3. Marcel Bournerias.
5. Laval.
8. Géographie.
9. Environnement. Géographie. Nouveau-Québec. Pollution. Puvirnituq.

417. Les noms de lieux montagnais des environs de Mingan. Contribution a choronymie aborigene de la Côte-Nord
3. Henri Dorion. 1967
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Geographie. Montagnais. Nouveau-Québec.

418. Le Nord canadien comme espace
3. Louis-Edmond Hamelin. 1971
5. Laval.
8. Geographie.
9. Géographie. Nord Canadien.

419. Observations sur le dégel saisonnier, region de Fort-Chimo (Quebec)
3. Gilles Robitaille. 1967
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Fort-Chimo. Geographie. Pergelisol.

420. Aperçu biogéographique des régions nordiques du Québec
3. Jacques Rousseau. 1967
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Biologie. Géographie. Nouveau-Quebec.

421. Etude pédologique au 60e parallèle nord Ungava, Québec
3. Serge Payette. 1968
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Pédologie. Ungava.

422. Les dépôts pleistocènes de l'estuaire de la Grande rivière de la Baleine (Nouveau-Quebec)
3. Jean-Pierre Portmann.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Géologie. Grande Rivière de la Baleine. Nouveau-Québec. Quaternaire.

423. La population de la Côte-Nord
3. Paul Bussières. 1963-1964
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Côte-Nord du Nouveau-Québec. Démographie. Géographie.

424. Aperçu sur le Nouveau-Québec.
3. Ministère des richesses naturelles. 1966
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Nouveau-Québec.

425. Rapport préliminaire sur la situation du caribou au Nouveau-Québec.
3. Gaston Moisan. 1964.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Caribou. Conservation de la faune. Ecologie. Nouveau-Québec.

426. L'Habitat du castor à la baie de James
3. Charles A. Drolet. 1964
4. Baie de James, Québec.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Baie de James. Castor. Conservation de la faune. Ecologie.

427. Monticules de blocs par éjection sous climat périglaciaire, Puvirnituq, Nouveau-Québec
3. Marcel Bournérias.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Climat. Géographie. Nouveau-Québec. Puvirnituq

428. La méthode des carrés et son application en Hudsonie
3. André Cailleux. 1968
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Hudsonie.

429. The sea waters surrounding the Quebec-Labrador Peninsula
3. M.J. Dunbar. 1966
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Oceanographie. Québec-Labrador.

430. Temps, glaces et rives d'un lac arctique: Le Lac (de) Payne
3. Jacques Bernier. 1967
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Météorologie.

431. Recent climatological research in Labrador Ungava
3. F. Kenneth Hare. 1966
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Climatologie. Géographie. Labrador. Ungava.

432. Notes on the climate of Poste-de-la-Baleine
3. Cynthia Wilson. 1968
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Climatologie. Géographie. Post-de-la-Baleine.

433. Quelques aspects de la géographie physique de la région de la Koksoak, N.-Q.
3. Yves Cartier. 1966
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Koksoak. Nouveau-Québec.

434. Bilan statistique des lots de colonisation en Abitibi et au Témiscamingue (Québec)
3. Louis-Edmond Hamelin. 1967
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Abitibi. Colonisation. Géographie. Témiscamingue.

435. Nord Canadien: I-Moyen-Nord, II-Grand-Nord
2. Colin-Véronèse, Paris. Centre de psychologie et de pédagogie. Montréal.
3. Louis-Edmond Hamelin. 1966
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Grand-Nord. Moyen-Nord.

436. Nombre d'habitants par zone nordique au Canada en 1966
2. La Revue de Géographie de Montréal, Vol. XXII, no. 2, p. 149-157.
3. Louis-Edmond Hamelin et Gilles Cayouette. 1968
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Démographie. Géographie. Nord Canadien.

437. The periglacial morphology of the Schefferville Area, Central Quebec-Labrador
3. J.S. Gardner. 1965
5. Laval.
8. Géographie.
9. Géologie. Labrador. Schefferville.

438. Le Québec Nordique
2. Géographie contemporaine, Editions, du Rennouveau pédagogique, Montréal.
3. Louis-Edmond Hamelin. 1968
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Nouveau-Québec.

439. Les palses dans le bassin de la Grande rivière de la Baleine
2. La Revue de Géographie de Montréal, Vol. 23, no. 3, p. 329-337.
3. Louis-Edmond Hamelin et André Cailleux. 1969
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Géologie. Grande Rivière de la Baleine. Nouveau-Québec.

440. Un indice circumpolaire.
2. Analyse de Géographie, no. 422. p. 414-430. Paris.
3. Louis-Edmond Hamelin. 1968
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Nordicité.

441. Terminologie géographique: contribution au vocabulaire des pays froids
2. La Revue de Géographie de Montréal, Vol. XXIV, 1970, p. 305-309. Montréal.
3. Louis-Edmond Hamelin. 1966
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Périglaciaire. Terminologie. Vocabulaire.

442. La Colline Blanche au nord-est de Mistassini: géomorphologie et sciences humaines
2. Centre d'Etudes Nordiques, Tra. div. no. 6, Québec.
3. Louis-Edmond Hamelin et Benoît Dumont. 1964
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Geologie. Mistassini.

443. La famille du mot 'périglaciaire'
2. "Biuletyn Peryglacjalny," no. 14, p. 133-152. Lodz, Pologne.
3. Louis-Edmond Hamelin. 1964
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Périglaciaire.

444. Repartition de la population canadienne en fonction du Nord
2. Canada 1970, Ottawa.
3. Louis-Edmond Hamelin. 1970
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Démographie. Géographie. Nord. Population.

445. Essai de régionalisation du Nord canadien
2. "North," Vol. VI, no. 4. p. 16-19. Ottawa.
3. Louis-Edmond Hamelin. 1964
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Nord. Régionalisation.

446. Classification générale des glaces flottantes
2. "Le Naturaliste Canadien," Vol. LXXXVII, no. 10. p. 209-227. Québec.
3. Louis-Edmond Hamelin. 1960
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Glaces flottantes.

447. Rapport de voyage. Territories du Nord Ouest, Yukon et Alaska
3. Louis-Edmond Hamelin.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Alaska. Géographie. T.N.O. Yukon.

448. L'arctique Canadien
3. Louis-Edmond Hamelin. 1971
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Arctique. Géographie.

449. Répertoire des travaux sur le Nord au Centre d'Etudes nordiques et à l'institut de Géographie de l'Université Laval, Québec
3. Louis-Edmond Hamelin et Aline Bussières. 1965
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Centre d'Etudes Nordiques. Géographie. Nord canadien. Nouveau-Quebec.

450. Ile Melville (Canada Arctique)
3. Louis-Edmond Hamelin et George Jacobsen. 1964
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Arctique. Géographie. Ile Melville. T.N.O.

451. Un systeme zonal de primes pour les travailleurs du Nord. Un exemple de géographie appliquée
3. Louis-Edmond Hamelin. 1970-1971
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Géographie. Nord canadien.

452. Problèmes nordiques des façades de la baie de James. Recueil de documents rédigés en collaboration à la suite d'une rencontré de nordistes à Moosonee en Ontario
3. Hughes Morrissette et Louis-Edmond Hamelin. 1967
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Baie de James. Moosonee. Ontario.

453. Les Dormeuses. 1970
3. J. Litynski. P. Morisset. S. Payette. 1970
5. Laval.
6. Centre d'Etudes Nordiques.
8. Géographie.
9. Dormeuses. Géographie. T.N.O.

454. Un été à Poste-de-la-Baleine
    3. J.K. Litynski. 1969
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Géographie.
    9. Géographie. Poste-de-la-Baleine.

455. Au Canada Francais. Leçons télévisées sur les pays froids de latitude
    2. Revue de Géographie Alpine, tome 53, no. 4, p. 665-678.
    3. Louis-Edmond Hamelin. 1965
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Géographie.
    9. Géographie. Pays froids. Télévision.

HISTOIRE:

456. Histoires sculptées dans la pierre par les Esquimaux de Povungnituk, P.Q.
    2. Traduit de l'esquimaux en français par B. Saladin d'Anglure, éditeur Eugene Arima, Musée national du Canada, Ottawa. Sous presse.
    3. Bernard Saladin D'Anglure.
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Histoire.
    9. Esquimau. Histoire. Puvirnituq.

LINGUISTIQUE:

457. Introduction practique à la langue montagnaise
    3. L. Coupan-Dorion. 1966
    5. Laval.
    8. Linguistique.
    9. Linguistique Montagnais.

458. Montagnais-Cree project: phonology, descriptive analysis, folktale gathering and analysis, etc.
    2. Centre d'Etudes Nordiques.
    3. Gerry McNulty. 1971-1972
    4. Nouveau-Québec.
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Linguistique.
    9. Anthropologie. Cris. Linguistique.

459. Introduction au parler montagnais en'n'
    2. 60 leçons, en préparation.
    3. Gerry McNulty. 1971
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Linguistique.
    9. Linguistique. Montagnais.

460. Dictionnaire ethnolinguistique du parler montagnais en "n"
    2. En préparation.
    3. Gerry McNulty. 1971
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Linguistique.
    9. Dictionnaire. Linguistique. Montagnais.

461. "Innu ayamun, langue des hommes"
    2. Saguenayensia. Vol. 12, no. 1.
    3. Gerry McNulty. 1970
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Linguistique.
    9. Innu Ayamun. Linguistique.

462. Racines montagnaises
    2. Centre d'Etudes Nordiques, Presses de l'Université Laval, Nordicana, Québec.
    3. Gerry McNulty et R.P. Angers. 1971
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Linguistique.
    9. Linguistique. Montagnais. Racine.

463. Eskimo writers in syllabics (results of five years of ethnographic experience based on the encouragement of the Eskimos of New-Quebec to write about their own culture)
    2. Proceedings of the First International Conference on Eskimo Linguistics, Chicago.
    3. Bernard Saladin D'Anglure, s.d.
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Linguistics.
    9. Esquimau. Ethnologie. Culture. Littérature. Nouveau-Québec.

464. Mélanges de linguistique esquimaude
    2. Manus. polycopié, no. 1, Fort Chimo.
    3. Lucien Schneider. 1970
    5. Laval.
    6. Faculté des Lettres.
    7-8. Linguistique.
    9. Esquimau. Linguistique.

465. Cours de langue esquimaude, dialecte de l'Ungava
    2. Manus. polycopié, Fort Chimo.
    3. Lucien Schneider. 1969
    5. Laval.
    6. Faculté de Lettres.
    7-8. Linguistique.
    9. Esquimau. Linguistique. Ungava.

466. Dictionnaire des infixes de l'esquimau de l'Ungava
    2. Direction générale du Nouveau-Québec, Québec.
    3. Lucien Schneider. 1968
    5. Laval.
    6. Faculté des Lettres.
    7-8. Linguistique.
    9. Dictionnaire. Esquimau. Linguistique. Ungava.

467. Grammaire esquimaude du sous-dialecte de l'Ungava
    2. Direction générale du Nouveau-Québec, Québec.
    3. Lucien Schneider. 1967
    5. Laval.
    6. Faculté des Lettres.
    7-8. Linguistique.
    9. Esquimau. Grammaire. Linguistique. Ungava.

468. Dictionnaire esquimau-français du parler de l'Ungava
    2. Presses de L'Université Laval, Tra. et doc., no. 5, Québec.
    3. Lucien Schneider. 1970
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Linguistique.
    9. Dictionnaire. Esquimau. Linguistique. Ungava.

469. Une décennie de recherches au Centre d'Etudes Nordiques, 1961-1970
    3. En collaboration. 1971
    5. Laval.
    6. Centre d'Etudes Nordiques.
    8. Linguistique.
    9. Centre d'Etudes Nordiques. Linguistique.

470. Fiches se rapportant au dictionnaire esquimau-français
3. Gilles Lefèbvre et Dermot Collis. 1964
5. Laval.
6. Centre d'Études Nordiques.
8. Linguistique.
9. Dictionnaire. Esquimau. Linguistique.

LITTERATURE:

471. Atanúkana, légendes montagnaises
2. Centre d'Études Nordiques, Presses de l'Université Laval, Nordicana, Québec.
3. Gerry McNulty et Marie-Jeanne Basile. 1971
5. Laval.
6. Centre d'Études Nordiques.
8. Littérature.
9. Littérature. Montagnais.

472. Atanúka (Culture indienne)
2. Traduction et publication de contes montagnais. (Un livre paru en 1972). Ministère du Nord canadien; Université Laval. Extension de travaux courants sur la linguistique indienne québécoise et nord-américaine.
3. G. McNulty, assisté de Marie-Jeanne Basile, indienne de Mingan (1971-1972).
4. Québec et Côté Nord du Saint-Laurent.
5. Laval.
6. Centre d'Eutdes Nordiques.
8. Littérature.
9. Conte. Indien. Littérature. Montagnais.

473. SANAA, récit esquimaux composé par Mitiarjuk
2. Vol. 1, présentation, traduction libre et commentaire ethnographique.
3. Bernard Saladin D'Anglure. 1970
5. Laval.
6. Centre d'Études Nordiques.
8. Littérature.
9. Esquimau. Ethnologie. Littérature.

474. UNIPKAQ (Littérature esquimaude)
2. Traduction, adoption et transcription de manuscrits de littérature esquimaude des T.N.O. (Deux tomes à paraître bientot, quatre à venir).
3. Maurice Métayer, O.M.I. (1970-1975)
5. Laval.
8. Littérature.
9. Esquimau. Littérature.

MEDECINE:

475. Une enquête alimentaire chez les Esquimaux de Maricourt-Wakeham, Québec
2. Centre d'Études Nordiques, Tra. div.
3. Bernard Saladin D'Anglure.
5. Laval.
6. Centre d'Etudes Nordiques.
8. Médecine.
9. Esquimau. Maricourt-Wakeham. Médecine.

476. La dentition des Esquimaux de l'Ungava et des Indiens Wabemakistewatsh de la côte orientale de la baie d'Hudson
2. C.E.N. Tra. div., no. 13.
3. Raoul Hartweg. 1966
5. Laval.
6. Centre d'Etudes Nordiques.
8. Médecine.
9. Baie d'Hudson. Dentaire. Esquimau. Indien. Médecine.

477. L'adaption des Esquimaux au froid
3. Rollande Michaud. Jacques Leblanc. 1969
5. Laval.
6. Centre d'Etudes Nordiques.
8. Médecine.
9. Esquimau. Froid. Médecine. Repulse Bay. T.N.O.

SCIENCES POLITIQUES:

478. The Northern Quebec Eskimo problem and the Ottawa-Quebec struggle
2. Anthropological Journal of Canada, Vol. 7, no. 2, 1969, p. 2-15.
3. Jacques Rousseau. 1969
5. Laval.
6. Centre d'Etudes Nordiques.
8. Sciences Politiques.
9. Esquimau. Nouveau-Québec. Sciences Politiques.

SOCIOLOGIE:

479. Changements dans l'organisation économique et sociale a Tête-a-la-Baleine, Québec
3. Andre Lepage. Pierre Pleau. M.A. Tremblay. 1971
5. Laval.
8. Sociologie.
9. Economie. Sociologie. Tête-a-la-Baleine.

10. UNIVERSITY OF LETHBRIDGE

10.1 SPECIAL PROJECTS

Indian Studies Program

Faculty members at Lethbridge have engaged in two kinds of activities in intercultural education. The first is the provision of four undergraduate courses in sociology and anthropology related to the area, titled "Transmission of Culture," "American Indian I," "American Indian II," and "Ethnic and Racial Minorities." The second is a proposal to increase participation of Indian students in university education which is scheduled for 1973. Three stages of the proposal are identifiable: the first of which is to provide special educational services to Indians who might wish to avail themselves of a university career. Secondly, cultural information and linguistic study of Indian languages will be a part of the program, and thirdly, university personnel will become involved in community development and the training of native teachers on reserves near Lethbridge. Faculty from Education, Sociology, Anthropology, Economics and Psychology departments will be participating.

If the proposal at Lethbridge is fully implemented it may prove to be an important addition to university efforts toward university training for Indian people in western Canada. It is based on the needs of the native people in southern Alberta, whose academic interests may best be served by the university in that locale, and the results of which may enrich those of other institutions.

KEYWORDS: Native Studies Program

Indian Attendance

About a dozen Indian students registered in 1971 at the University of Lethbridge which had a lower-than-anticipated enrolment for the fall semester causing university administrators to study a plan to attract more Indian and White students. It was felt that one of the major reasons for the lack of Indian registrations is that Indian students are wrongly advised at the high school level to take non-university programs leading toward a vocational diploma.

As admission requirements are less severe than those at other universities in Alberta, Lethbridge waives the matriculation prerequisite for many students. The university thus offers a mature student admission program, which allows individuals who desire a university education, but do not have the prerequites, an opportunity to enrol. To gain entry students must be 21--even this is not a rigid regulation--and have been away from classroom instruction for at least two years. Applicants must provide written proof of their educational desires in the form of letters of recommendation from responsible citizens.

Surveys completed by the university show that mature students, both Indian and White, have out-performed students coming straight from high school. The social sciences and humanities type of programs are favoured by the majority of native students.

The transition from a reserve to a university setting is one of the major frustrations faced by an Indian student but university counsellors have observed that both White and Indian students from remote and isolated areas suffer similar frustrations on entrance to the University. They also mention that now that the Indian is aware of the availability of a university education the quality of the students enrolling is higher.

The Canada Department of Indian Affairs and Northern Development finances Indian students who have been admitted to the University. Once a native student has registered he is immediately on his own. As with other students, no one makes sure classes are attended or studies completed. University credits are offered on performance only.

10.2 CLASSES

ANTHROPOLOGY:

480. Transmission of culture
2. Ethnic and racial minorities.
5. Lethbridge.
7-8. Anthropology.
9. Anthropology. Culture. Indian.

481. American Indian I
2. Half credit. Fall term. Undergraduate.
3. 1972-1973
5. Lethbridge.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian.

482. American Indian II
2. Half credit. Spring term. Undergraduate.
3. 1972-1973
5. Lethbridge.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian.

GEOGRAPHY:

483. Polar lands
2. Half credit. Undergraduate. One geography class. Not offered every year.
3. 1972-1973
5. Lethbridge.
6. Arts and Science.
7-8. Geography.
9. Geography. Polar lands.

10.3 RESEARCH

GEOGRAPHY:

484. Settlements of Arctic Canada and the Northwest Territories to 1971: an air photograph, topographical map and function index
3. R.J. Fletcher. June 1972
4-5. Lethbridge.
6. Arts.
7-8. Geography.
9. Aerial photography. Geography. Northwest Territories. Settlements.

11. UNIVERSITY OF MANITOBA

11.1 SPECIAL PROJECTS

Centre for Settlement Studies

At a meeting in December, 1966, forty-one staff members from eighteen departments at The University of Manitoba expressed a common interest in the growing complexity of problems associated with human settlement. The concern of the group focused primarily on the communities of western and northern Canada. The need for an interdisciplinary approach to these many-sided problems was agreed upon and the Centre for Settlement Studies, presently under the Directorship of L.B. Siemens, originated from this common concern.

On the assumption that the problems of human settlement might be the limiting factor in the social and economic development along Canada's northern resource frontier, the study of northern communities was selected as the first major focus of research.

The research program was designed to discover:

(a) the principles which may now be governing the establishment and development of settlements in Canada's resource frontier;

(b) the principles which could provide a basis for developing optimal living conditions in these communities in the future

During the first year of the program (1967-1968), the following twenty-one factors were recognized as significantly influencing the conditions of life in resource frontier communities: economic stability and opportunity; population structure; mobility of population; working conditions; administration; personal traits and attributes; family consideration; nutrition and clothing; community organization; education system; cultural activities; recreation; natural environment; shelter; health and sanitation; native peoples; accessibility; communications; commercial services; professional services. These factors have since been reorganized and redefined into the following seven major divisions:

1. Economic consideration and working conditions - the economic forces that have either an attracting or repelling influence on residents, including workers, families, businessmen, and native people.

2. Personal adjustment to climate, isolation, social and economic environment, and other factors, by workers, wives and children, native people, professionals, civil servants, industry executives, and businessmen.

3. Community activities such as voluntary organizations, recreation, post-secondary education, library, music, drama, art, and handicrafts.

4. Services (Educational) - quality and range of available educational services at all levels: nursery, kindergarten, elementary, college, technical, vocational and adult education.

5. Services (General) - availability of such services as legal, counselling, service industries (plumbing, electrical, heating), quality and variety of food, clothes and other consumer goods.

6. Services (Health) - quality and range of available health services including: hospital, medical (all specialities), dental, and related and paramedical services.

7. Physical environment - including housing, community planning, (design, parks, service areas), outdoor recreation, pollution control, transportation, communication, and others.

The approach to the problem was to acquire an understanding, through rigorous research, of the influences of each of these factors on the conditions of life in frontier communities. Obviously, a broad spectrum of academic disciplines needed to become involved in a study that ranged so widely over physical, economic, social, psychological, political, and technological subjects.

While a few studies commenced in 1968, most of the projects currently underway did not get started until the spring of 1969. Researchers and graduate students from the following seventeen departments, schools, or faculties at the University of Manitoba are associated with the research of this project:

Department of Agricultural Economics
Department of Anthropology
Faculty of Architecture
Department of City Planning
Department of Clothing and Textiles
Department of Economics
Faculty of Education
Department of Entomology
Department of Environmental Studies
Department of Foods and Nutrition
Department of Geography
Department of Medical Sociology
Faculty of Pharmacy
Department of Political Science
Psychological Service Centre
School of Social Work
Department of Sociology

Thirty-six research projects are currently in progress. From the following few titles the relationship of the research to the factors regarded as influencing the quality of living in frontier communities can be recognized:

- The psychology of northern living	(Anthropology)
- Housing in resource frontier communities	(City Planning)
- The Indian as an employee: Organizational strategy for enterprise	(Economics)
- Occupational aspirations of high school students in single-enterprise communities	(Education)
- Homemaking in the resource frontier community	(Home Economics)
- The availability of drugs and other health needs in isolated communities	(Pharmacy)

Also of significance in this project is the interdisciplinary approach that is being developed for the carrying out of mission-oriented research within a university setting. A Steering Committee made up of participating researchers from several academic departments, and chaired by the Vice-President (Academic), guides the direction of the project, and sets policy. This committee also seeks to create the environment essential to successful interdisciplinary research through such means as seminars, symposia, colloqia, researchers' workshops, publications, and other avenues of internal communications. To advise the Steering Committee on such matters as the research program, finances, and liaison with related agencies, the President of the University requested fifteen representatives of interested agencies and groups from outside the University to comprise an Advisory Committee that meets semi-annually. It is conceivable that the method and organizational structures employed in this project could also find useful application in other projects of similar scope.

Central Mortgage and Housing Corporation is currently the major source of extramural financial support.

KEYWORDS: Northern Resource Centre

Extension Division

Courses have been offered in the North by the Extension Division since 1965. The early courses were offered *ad hoc* through the Professional Studies Department of the Division. In 1967 the Division added a Community Studies Department which had, as part of its responsibility, the development of programmes for northern communities. Since that time 26 courses have been offered in the northern communities of Manitoba.

The Community Studies Department of the Extension Division offers programmes and courses which are non-credit and do not require any prerequisite educational standards. Generally, the courses are planned by the staff of one or two departments in cooperation with local committees or organizations. Some have been offered in cooperation with government departments, both Federal and Provincial; and some in cooperation with an ad hoc committee of local persons with specific concerns.

The subject areas taught range widely. In most courses the methods used encourage maximum participation on the part of the students and an attempt is made to develop problem-centered courses in which local persons have an opportunity to apply their learning to local problems. Generally speaking, the Extension Division has attempted to offer programmes that are concerned with the developmental, social, political, and cultural problems of northern people. Many of the titles of the courses deal with specific concerns of people in the North. Eight courses were developed specifically for and with native people:

1. Chief, counsellors, and leaders
2. Seminar on community mobilization
3. The professional and the Indian
4. When cultures meet
5. Cross-cultural counselling
6. Ojibwa language course
7. Environmental and human development in the North
8. Cross-cultural relations

Of these courses four employed native persons as teachers. The Ojibwa language course was a project in which the Extension Division assisted a group of Indian youth in the development of a local dialect, an Ojibwa language text, and a programme for teaching the language.

Several courses were offered on or directly from the campus. Others were given in small settlements. The focus of the courses was problems of a kind peculiar to the North:

1. Indians and the law. Offered at Wendigo Lodge.
2. Group process. Offered in Winnipeg.
3. Community development officers workshop. Offered in Birtle.
4. Society: Motivate, activate, participate. Offered in Winnipeg.

Northern Studies Committee

The Northern Studies Committee sponsors projects covering a wide spectrum, because it is held that the mission is research relevant to the North regardless of discipline.

This concept would be unrealistic with only the funds available from the Canada Department of Indian Affairs and Northern Development. Therefore the Northern Studies Committee shares its enthusiasm for northern studies with numerous other granting agencies, and uses its own limited funds to initiate new projects and to support projects which require supplementary funding to develop their full potential.

Since the Committee was formed it has directed its efforts towards

The target of the Northern Credit Courses (of which Mr. Al Baker is Coordinator), is the general population of northern Manitoba without concern of skin colour or nationality. There was, however, an attempt to bring people of Labour Unions, of Métis and Indian ancestry, of the teaching profession, and of other groups into this program, or at least to inform them that here an opportunity for post-secondary education was being made available to them. Non-credit courses are also offered in northern Manitoba on the demand and interest from a particular locality in a specific area of interest.

Courses that have been offered to date in the North, are Anthropology, Educational Courses, Biology, Geology, English, Psychology, Sociology, Geography, and other general Arts courses. An attempt has been made to relate the courses to the local settings.

All courses have been taught by qualified people, most of whom were located in the community in which the courses were offered. However, in the past year a full-time instructor was hired by the Inter-Universities North committee to teach in several centres of northern Manitoba. In the coming years more full-time professors will be hired to teach in several centres in the North.

An attempt to develop a course in biology on video and audio tape is being made. This course will undoubtedly be supplemented by other materials and by periodic visits of a lecturer. Many native people have enrolled in these courses.

The programs are set up for adults as well as for young people who qualify for this type of post-secondary education. They do not serve a research need but rather they serve people who have a desire for this type of learning and who were included from post-secondary school on account of the remoteness of the geographical area in which they live.

The University of Winnipeg has been given the responsibility of administering the registration, maintenance of records, withdrawals, the issuance of final marks, and so on. Therefore any questions concerning these courses must be directed initially through the Registrar's Office, The University of Winnipeg (Northern Programme), Winnipeg, Manitoba R3B 2E9. The following paragraphs summarize the requirements for participation in the program.

Students wishing to enter a Manitoba university for the first time must gain admission to one of the three institutions before they are allowed to register for the northern courses. Students already admitted to a Manitoba university may take any course, but they should ensure from their home university that the course is appropriate to their program. It is anticipated that credit for all courses will be transferable among the universities. Any student from a non-Manitoba university should clear with his home university to ensure that the course fits his program and that the credit can be transferred. In most cases, a prospective student who has reached his or her 21st birthday by September 1 of the current year but who does not have Senior Matriculation, may be admitted to one of the Manitoba universities. Fees are $85,00 per full course, payable in full at the time of registration.

In November 1972, an evaluation of the Inter-Universities North program of Manitoba was given by L. Mark Pondrier at a conference held in Inuvik, Northwest Territories, from which the following has been extracted.

In 1969-1970 the three universities of Manitoba decided to make a joint effort to bring some post-secondary education to northern Manitoba, from north of the 53rd parallel to Churchill. In the fall of 1970 a coordinator was hired to assist the three universities in identifying the needs of people in the North. At the same time it was held necessary to begin the offering of courses on an ad hoc basis. Therefore, in September of 1970 six courses were made available to three settlements in northern Manitoba with two courses in each community. Means had to be found to deliver these courses to the students who enrolled in them so that the students would receive maximum benefits from their studies. The universities could not afford to send instructors from their campuses to northern Manitoba. Therefore, it was necessary to find people in the settlements who had at least a Master's degree and who were willing to assist in this new venture. These courses were very well received: a total enrollment in the six courses of 200 people. Thus it appeared that there was in fact an obvious need for future and expanded post-secondary education in northern Manitoba.

During the year 1970-1971 the universities agreed that all courses offered by any of the three Manitoba universities would be transferable from one university to the other without penalty. Therefore, students who were in the process of obtaining the Baccalaureate Degree from any of the three universities could take any courses offered in the North by any of the universities for credit towards their degree from their choice of university.

In the fall of 1971 course offerings expanded to 12 and the number of centres in which post-secondary education was offered was expanded to six. These 12 courses were in 1972 offered in the same manner as they were in 1970-1971. The enrollment in the 12 courses rose to approximately 300. Thus, although the increase of course offerings was 100%, student enrollment increased only by 50%. It should further be pointed out that a rough estimate of the percentage of people taking the courses to the total number of people in the areas in which the courses were offered is a slight 4-6%, which does not appear to be an overwhelming response to the offering of post-secondary education in northern communities. Some of the problems encountered in attempting to reach the total population should therefore be pointed out.

One of the obvious reasons for the low enrollment is that many people are not at this time interested in any education at the post-secondary level even though the prerequisites for entrance to the universities in Manitoba have been changed in the past few years in that persons who have not obtained their Senior Matriculation may enter university in an attempt to obtain their Baccalaureate Degree provided that they are over 21 years of age and that they are advised prior to registration what is expected of them in their attempt at university education. Another reason for the low percentage of enrollment in these courses is that northern Manitoba has a highly transient population in most areas. Therefore, many people do not wish to make a lengthy commitment to studies. Perhaps a more significant reason is the myth perpetuated by the universities of the degree of difficulty in learning at the post-secondary level.

There appear to be two other problems in obtaining an adequate response from the people in northern Manitoba. One of these is that the indigenous people in these communities are extremely practical. Many of them do not respond to post-secondary education because they do not see post-secondary education as being beneficial to their lives. Most post-secondary education appears to be inappropriate to the needs of the rural part of society. In turn, this means that the universities, if they are going to become part of the total community which they are to serve, must develop courses and programs, both credit and non-credit, that are of recognizable benefit to rural communities and to the indigenous people.

Another problem which has to be recognized involves the fact that the social climate of rural communities is not the same from one community to another. Different communities have different needs. The identification of these needs is difficult but not impossible. Universities must be prepared to spend money and energy in identifying these needs of the individual communities and then to assist the people in solving some of their problems.

Perhaps the most significant problem in attempting to encourage people to strive for more knowledge is that educators have neglected to consider the self-image of individuals in rural areas. People who have not been successful in their previous education and have been unable to qualify for many jobs that they see as important, have a low self-image. Therefore, the jobs that they do accept do not have the responsibility of many of the more highly paid managerial positions. It is part of a life pattern which seems to inhibit people who see themselves as not having been successful either at studies or at their job--they form such a low opinion of themselves that they despair and throw up their hands in a gesture of futility. All other problems that have been experienced in northern Manitoba may simply be a part of the one very large problem: that of the self-image.

Another problem which cannot by any means be considered minor is that of library and other supplementary facilities. Attempts to establish library facilities in each community have met with only limited success. Libraries must be pertinent to the courses being offered. There is therefore the question whether full libraries are necessary in each community or whether supplementary libraries can be established in each community for the purpose of supplementing on-campus libraries, which could send a limited number of books to rural areas. Although communities have been approached with a view to establishing a well-rounded library for post-secondary education, the response has not been overwhelming. This point is significant in that it may indicate the place of post-secondary education on the list of priorities of the community.

The method of delivering the courses in northern Manitoba was established to some extent out of necessity. Consideration was given to electronic means of delivering courses. However, the expense for such vast distances was prohibitive. Consideration was also given to developing courses by the correspondence supplemented by periodical lecture visits and other ancillary inputs. One of the problems with this type of delivery in northern Manitoba appears to be that the people consider this method of delivery at best as second rate. This is not to say, however, that some courses could not be offered in this manner. The three universities of the Province of Manitoba are continuing to explore means for making post-secondary education available to rural and isolated communities.

Native Studies Program

A proposal to establish a Native Studies Program within the Faculty of Arts was approved in principle by the Senate at its September meeting, 1972. The Program is to be instituted September of 1973. A coordinator, who is hoped will be of native ancestry, will be appointed to teach and develop new courses and to administer the program. In addition, a committee will be established within the Faculty of Arts to advise the program coordinator; this committee will include persons of native ancestry.

The Senate's decision to give approval to a Native Studies Program is one result of an action taken in 1969. In that year the Senate Admissions Committee named a sub-committee to study admission requirements as they pertained to native students. This initial investigation resulted in the formation of an *ad hoc* committee of Senate with broader terms of reference. The *ad hoc* committee, comprising representatives of the University, the Manitoba Indian Brotherhood, the Manitoba Métis Federation, and the Indian, Métis, Eskimo Student Association of the University of Manitoba (IMESA) was instructed to "consider and recommend to the Senate on ways and means that might be employed by the University of Manitoba to facilitate the university education of native persons."

The Native Studies Program is one way the university has selected to assist native peoples in obtaining a university education suitable for them. It is expected that other proposals will be forthcoming.

Although the Native Studies Program is one way the university has chosen to assist native peoples, its scope and interest goes far beyond this objective. In establishing a Native Studies Program the university has not only recognized its obligations to the native peoples of the province, but also recognizes that there is a native heritage which is of interest to all Canadians and that this heritage is worthy of study by all students. It is expected that students of non-native backgrounds will enroll in the program and will attract to the university non-native students

Courses to be Offered

Enrolment	Location	Course Number	Department	Title	Instructor	Time	Sponsoring University
Not avail.	Churchill	120	History	West. Civilization	Dr. de Witt	Thurs. evening	Manitoba
33	Flin Flon	1001-1	Anthropology	Introductory	Miss Brown	Wed. evening	Winnipeg
	Flin Flon	180 (half)	Geography	Human	Dr. Duraj	Tues. evening (first term)	Brandon
13	Flin Flon	181 (half)	Geography	Physical	Dr. Duraj	Tues. evening (second term)	Brandon
7	Flin Flon	120	History	West Civilization	Dr. de Witt	Mon. evening	Manitoba
Not avail.	Lynn Lake	120	Economics	Principles	Mr. Vorst	Fri. evening & Sat. morning Alternate wks.	Manitoba
Not avail.	Lynn Lake	180 (half)	Geography	Human	Dr. Duraj	Wed. evening (first term)	Brandon
Not avail.	Lynn Lake	181 (half)	Geography	Physical	Dr. Duraj	Wed. evening (second term)	Brandon
Not avail.	Lynn Lake	120	History	West Civilization	Dr. Gerus	Fri. evening & Sat. morning Alternate wks.	Manitoba
19	The Pas	1001-1	Anthropology	Introductory	Miss Brown	Thurs. evening	Winnipeg
11	The Pas	1101-1	Economics	Principles	Mr. Tsalikis	Sat. afternoon	Winnipeg
6	The Pas	130	English	Rep. Lit. Works 1	Mrs. Fasano	Mon. evening	Brandon
17	The Pas	1101-1	Sociology	Introductory	Mr Redekopp	Tues. evening	Winnipeg
Not avail.	Thompson	1001-1	Anthropology	Introductory	Miss Brown	Mon. evening	Winnipeg
Not avail.	Thompson	180 (half)	Geography	Human	Dr. Duraj	Thurs. evening (first term)	
Not avail.	Thompson	181 (half)	Geography	Physical	Dr. Duraj	Thurs. evening (second term)	Brandon
Not avail.	Thompson	120	History	West Civilization	Dr. de Witt	Tues. evening	Manitoba

Classes will commence for these courses in the first week of October at a time to be arranged.

who wish to make native studies a major academic endeavour. It is also hoped that the program will result in an increase in the number of native students at the university, act as a focal point for native studies research, and involve the university in offering services to native communities.

It is expected that the program will be available in 1973-74. The Native Studies Program, as approved by Senate, will be cross-disciplinary, including within it existing courses and new courses developed specifically for the program:

- Anthropology 351 - Northern American Indian
- Anthropology 355 - Canadian sub-cultures (including Métis, Indians, Eskimos, among others)
- Anthropology 350 - Peoples of the Arctic
- Anthropology 262 - New World prehistory
- Anthropology 364 - Manitoba prehistory
- Anthropology 271 - Native languages of North America
- Geography 239 - Cultural geography
- History 254 - History of the Canadian Indian

All these courses are discipline-oriented in that the issues are approached from the point of view of the anthropologist, educationist, sociologist, etc.

At the introductory level the new courses deal with interdisciplinary approaches to topics relating to native people who are included as students, teachers, guest speakers, and advisors to the program.

Four new courses have been proposed:

- Native Studies 101 - Introduction to native studies
- Native Studies 102 - Contemporary issues in native studies
- Native Studies 301 - Independent readings and research
- Native Studies 302 - Seminar in native studies

It is envisaged that the new courses developed under the aegeis of the Native Studies Program will shift the emphasis from a discipline to an area of study.

A brief prepared by IMESA (The Indian, Métis, Eskimo Student Organization of the University of Manitoba) was instrumental in the drafting of the proposal approved by Senate. The association said: "In the pursuit of the skills and knowledge so readily available at the university it is apparent to us, the first Canadians, that we are restricted to studying the heritage of our conquerors. If we enroll for those courses which deal rather obliquely with native people we find that our people and our heritage are studied in most faculties as quaint curiosities of by-gone days.... We wish to study our history and our culture; its clashes with the European invaders and subsequent accommodations and changes. This knowledge we seek in order to better understand ourselves, our people, and our present predicament."

KEYWORDS: Native Studies

Native People's Program (Native Studies Program; Chair of Native Studies)

In November 1969, the Senate Admissions Committee established a sub-committee, chaired by Dr. S. Standil, to study admission requirements as they pertain to native students. As a result of this initial investigation it was recommended that an ad hoc committee of Senate be established with broader terms of reference and with representation from three native organizations: The Manitoba Indian Brotherhood, the Manitoba Métis Federation and the Indian, Métis, Eskimo Student Association of the University of Manitoba (IMESA).

This committee on Native People's Program was established and instructed [illegible] "consider and recommend to Senate on ways and means that might be employ[illegible] by the University of Manitoba to facilitate the University education of native persons."

A report to the Senate, 30 June 1972 was approved and passed by all levels of University government and is to be instituted September 1973 thus commencing the Native People's Program for which various committees are now preparing courses.

The committee studied various aspects of the educational opportunities for Indian, Métis, and Eskimo people within the University of Manitoba, as well as in other universities. These aspects included finances, admission requirements to Arts and Science and to professional faculties or schools, problems relating to university housing, and communication with potential native students. Formal and informal expressions of concerns from native organizations and individuals were heard. The committee reacted to certain emergency situations by referring some of the expressed concerns directly to Deans and administrative bodies. The principles underlying such problems are being studied by the committee and it will report fully to the Senate on them at a later date.

IMESA, the Indian, Métis, Eskimo Student Association of the University of Manitoba, was represented on the committee, and also presented a joint brief to the committee and the President of the University of Manitoba. The committee agreed in principle with the recommendations made in the IMESA brief and as a consequence the committee devoted its major efforts towards the resolution of the concerns and recommendations expressed in the IMESA brief. Particular attention has been given to the question of establishing a Chair of Native Studies.

The desire of native students to be able to study their own historical and cultural heritage is commendable. However, the development of a Native Studies Program should not be contingent on the degree to which native students desire to be enrolled in such courses. In multi-cultural Canada, a study of the native heritage has validity for all students. The Native Studies Program will be (1) of value to native students, (2) increase the number of native students attending this university, (3) act as a focal point for research, and (4) involve the university in offering much needed services to the native communities. These are peripheral benefits which will accrue to the university in general and to the students of native ancestry in particular. However, the major reason for establishing a Chair of Native Studies is that there is a native heritage shared by all Canadians. The university has a duty to make the study of this heritage available to its student body.

A survey of existing offerings within the university revealed that many courses dealing with native peoples were offered. Such courses, quite properly, were oriented towards the discipline rather than towards native peoples per se. The Department of Anthropology, in its revised program, which came into force in September 1972, now offers several courses particularly relevant to the native peoples in Canada. The Faculty of Education designed special courses for teachers preparing to teach in cross-cultural situations. The Department of History is preparing to offer a course dealing with Indian history. The Departments of Sociology and Psychology offer several courses concerned in general with minority groups. The committee feels that these courses provide a rich supplement to any venture into a specific Native Studies Program.

The committee believes that the objectives of the Chair of Native Studies should be sixfold:

1. It should offer basic introductory courses about native peoples as well as give encouragement and direction to both graduate and undergraduate students.

2. The courses it offers should be interdisciplinary. (By this is meant that the specific courses offered should be a blend of history, culture, economics, modern social conditions, politics, and aspirations of native peoples.)

3. It should advise faculties, departments and schools on courses which might be developed in their disciplines and offer encouragement and liaison in the development of such courses.

4. It should combine its course offerings with those offered in the various faculties to allow students to take at least a "minor" in Native Studies.

5. It should be involved in mission oriented research, such as, for instance, studies in conjunction with the Centre for Settlement Studies.

6. It should be so structured that it reflect and be sensitive to ongoing concerns of the native peoples as expressed by the Manitoba Métis Federation, the Manitoba Indian Brotherhood, and the Indian, Métis, Eskimo Student Association of the University of Manitoba.

Based on the above the Native People's Program committee recommended:

1. That the Senate of the University of Manitoba approve in principle the establishment of a Chair of Native Studies at the University of Manitoba beginning for the session of 1973-1974;

2. That this Chair monitor a program of courses which will be interdepartmental and associated with the faculty of arts;

3. That under the aegis of the Chair, specific courses in Native Studies be developed which will be interdisciplinary in character;

4. That there be a Standing Committee which includes representatives of native organizations to assist in this work, but in the interim the ad hoc committee on Native People's Program will fulfill this function.

The following is a list of members of the Native People's Program committee:

- Father G. Labossiere, St. Boniface College
- C.G. Figgord, School of Social Work
- C.A.E. Jensen, Department of Romance Languages
- G. Adaskin, Faculty of Architecture
- D.B. Sealey (Chairman), Faculty of Education
- J.F. Shingoose, IMESA
- O. Mercredi, IMESA
- R. Hamm, UMSU President
- L.E. Sweet, Department of Anthropology
- K.M. Reshaur, Department of Political Studies
- D.L. Rennie, Department of Sociology
- J.G. Chartrand, Manitoba Métis Federation
- M. Okimow, IMESA, President
- Miss V. Kirkness, Manitoba Indian Brotherhood
- Mrs. D. Bolton, Faculty of Home Economics
- S. Standil (Co-Chairman), Physics
- Dean Smith, Dean of Women
- Mrs. W.M. Auld
- Father V. Jensen, St. Paul's College
- R. Finnegan, St. Paul's College
- W. Koolage, Department of Anthropology

KEYWORDS: Native Studies

Natural Resource Institute

The Natural Resource Institute (Director, Dr. Sol Sinclair) is an interdisciplinary academic unit in the University of Manitoba with a twofold purpose:

1. to seek and to develop theories and principles of natural resource management through research and scholarly endeavour, and

2. to impart the knowledge and skills of this discipline to students.

In its research the Natural Resource Institute aims at a catalytic effect in linking provincial and federal agencies, industries, businesses, and the University in developing common interests and action in the study of natural resource problems. The graduate program is designed to train professional Resource Managers who will have an understanding of the multi-dimensional problems involving man and natural resources, and who will have the knowledge and skills necessary to resolve these problems.

The program of instruction, at the graduate level, leads to the Master of Natural Resource Management (M.N.R.M.) degree unon satisfactory completion of 60 credit hours of courses, and submission of a practicum, taken over a period of two academic sessions. The program of instruction, interdisciplinary in design, covers four subject areas: 1) Resources, 2) Economics, 3) Socio-political administration, and 4) Analysis.

The practicums submitted to the Natural Resource Institute cover a wide range of subjects, such as:

- The Ilford fisherman's cooperative: a case study in the commercial fisheries of northern Manitoba. D. Topolniski, April 1972.

- The under-utilization of resources around Lake Winnipeg. J.C. Burch, April 1971.

- The structure and functions of a natural resources commission. D.E. Luckhurst, May 1971.

- The implications of leasing versus selling Crown land for summer homes. R.M. Kabaluk, March 1971.

- Resource management problems and potentials of Rock Lake. B.A. Bintuer, May 1971.

- The feasibility of construction of snowmobile trails in Manitoba. D.L. Kowal, March 1972.

- The economic feasibility of rainbow trout farming in the natural ponds of western Canada. R. Princic, April 1971.

- Allocating the mineral and park resources on the east side of Lake Winnipeg. J.A. Miles, April 1971.

- The potential for a live bait fish industry in Manitoba. W.J. Barlishen, April 1972.

- The white fish fishery - Lake Winnipeg problems and prospects. D. Tomasson, March 1972.

- The biologic, economic and legal aspects of pollution and associated problems from a marine thermal generating station. C.A. Whalen, May 1972.

- An evaluation of the Prairie Farm Rehabilitation Administration. D.L. Veates, May 1972.

KEYWORDS: Northern Resource Centre

Northern Social Work Education Project

In 1972 five students from the School of Social Work (supervised by Professor Tony Lund) spent their final year of studies working in the northern Manitoba communities of Flin Flon and The Pas assisting Indian and Métis groups in community improvement projects. In addition to the community help project, the students undertook a number of individual and group counselling assignments involving residents of the communities.

One of the components of the final year of studies in the professional social work program is field work. More than a year ago, the school decided that by taking a small group of students into a northern community it would be possible to provide the students with a field experience not possible in Winnipeg or in the easily accessible rural areas around Winnipeg; and to present them with the challenges of social work that do not exist in a large urban setting. The opportunity of the northern experience was open to all students entering the final year.

Flin Flon and The Pas were chosen for the project because their proximity made it possible for students to commute between the two points for group meetings and because both had social problems typical of northern communities.

The project was supported by grants from the Donner Canadian Foundation, the Laidlaw Foundation, and the Federal Department of Indian Affairs and Northern Development. The project was designed so that it would not unduly strain the students' financial resources in that the year in the North would not cost more than what it would have cost to have studied on campus.

The students followed the academic courses of the final year in the same way as the students on the campus--their courses had the same content, the same due dates for term papers, etc. Provision was made for the students to receive audio and video tapes from Winnipeg, and to photo-copy large amounts of printed material.

The students started the year by attending the first week of classes on campus before going to their northern postings. They returned for a week of instruction at intervals seven times throughout the academic year. In addition, the students frequently consulted teaching staff in Winnipeg by telephone and had their field activities supplenented by visits from Winnipeg instructors.

Professor Lund, as the field instructor, provided individual and group instruction in The Pas and Flin Flon, worked with the social service agencies in the two communities to develop assignments for the students, and on several occasions assisted in short-term in-service training programs for the staff of some of the agencies in the communities.

A report on the project noted that a subtle but important change in the attitude of northern students towards classes took place. At the beginning of the year all were somewhat uneasy because the absence from regular classes had substantially increased their responsibility for their studies. However, near the end of the first term they had adjusted well to this responsibility and while attending classes on campus on a visit to Winnipeg some were heard to observe that class attendance was a rather un-economical use of time for learning.

The Northern Social Work Education Project continued in 1972 when, according to the Director, C.G. Gifford, there were six final year Bachelor of Social Work students and a full-time faculty member based in The Pas, Manitoba. Group meetings took place in The Pas weekly, with the field instructor, and with two instructors from the staff in Winnipeg, one of whom visited every second week, and the second of whom visited every third week. The students spent approximately half their time in field work with various agencies, including The Pas Indian Band, The Indian Métis Friendship Centre, The Saskatchewan Department of Northern Affairs, The Manitoba Department of Northern Affairs, The Manitoba Department of Health and Social Development, and the Federal Department of Indian Affairs.

People from the community were invited to participate in some of the course work which the students undertook in The Pas. At least one of our fourth year students based in Winnipeg will be participating in a mental health team serving northern Manitoba from the Selkirk Mental Hospital.

Currently plans are being discussed with Dr. Jack Hildes, Director of the University-operated Health Centre in Churchill, to involve faculty and students of the Northern Social Work Education Project in his endeavours in Churchill.

KEYWORDS: Social Welfare

Northern Medical Unit

The Northern Medical Unit was organized by the University of Manitoba in 1970, and supported by the Department of National Health and Welfare and the Manitoba Department of Health and Social Development. The university commitment comprises an agreement to provide Churchill and the Keewatin Region with continuous services of four practising doctors supplemented by visiting medical specialists from Winnipeg.

Dr. John A. Hildes is the director of the Northern Medical Unit, whose work consists of three major interrelated and several ancillary components. The Churchill General Hospital and the attached clinic are the pivot points around which the unit's activities revolve. Together these comprise one of the major components. The relationship of the nursing stations in the Keewatin settlements to the work in Churcill and the backup and consultant services provided by Winnipeg specialists are the other two major components. Undergraduate and graduate teaching programs and research are examples of the ancillary parts of the Northern Medical Unit's work.

The clinic began receiving patients in July 1970, with a staff of three doctors. The doctors stationed in Churchill are offered the posting for one year with the option for a second year. Dr. Hildes tries to recruit young doctors with an interest in the North who want to gain experience in a practice located in a remote area.

The 40-bed hospital provides space for the university clinic, and the doctors of the clinic make up the hospital medical staff. Dr. Hildes acts as both the chief of the hospital's medical staff and as the medical advisor to the board.

The hospital has four wards (maternity, emergency, pediatrics, and medicine), surgical facilities, and support services such as X-ray, laboratory, physiotherapy, pharmacy, and others. There are plans for a new health complex as part of the federal/provincial plan for the redevelopment of Churchill which includes the phasing out of Fort Churchill (where the present hospital is located) and thus the elimination of the five-mile gap between the Town of Churchill and Fort Churchill.

In addition to the medical services offered at Churchill, the Northern Medical Unit is also responsible for medical services required by the Keewatin Region, so that the Churchill component represents less than one-half of the population served by the Northern Medical Unit, Churchill having a population of approximately 2,500 whereas the Keewatin Region has a growing population of about 3,500 at present.

Each of the eight Keewatin settlements has a nursing station operated by the Canada Department of Health and Welfare with from one to three registered nurses as full-time staff. Once a month one of the Churchill doctors visits each settlement for a day or two to see patients and to discuss medical problems with the nurses. In crises caused by injury or sudden illness, emergency medical evacuation to Churchill is provided, in some cases with the medical doctor in the air ambulance. In less serious cases the nurses in the settlements consult by radio and may evacuate the patient to Churchill on the next regularly scheduled flight.

A variety of support services are available to the Churchill clinic through the Winnipeg component. For example, the Churchill doctors frequently consult specialists by telephone to confirm diagnosis and treatment, and if these appear beyond the capabilities of the Churchill facilities the patient may be evacuated to Winnipeg. X-rays and certain types of clinical laboratory samples are taken in Churchill and sent to Winnipeg for interpretation.

The Northern Medical Unit has enlisted a cadre of consultants and advisors who travel regularly to Churchill. Some of these doctors also visit the Keewatin stations. They include specialists in pediatrics, opthalmology, psychiatry, clinical psychology, internal medicine, surgery, ear, nose and throat, and others. Consultants in supportive medical fields are also included: X-ray, pathology, anesthesia, etc.

Specialists examine and participate in the treatment of patients in Churchill referred to them by the cinic's staff. The consultants who tour the Keewatin Region complement the tours of the Churchill physicians to the settlements with respect to their area of specialization. Such an arrangement has two benefits: 1) the clinic's doctors have an opportunity of working with and learning from visiting consultants, and 2) northern residents receive care from specialists which would otherwise be too expensive or too difficult to obtain.

Indirectly the visits affect the quality of care of northern patients who have been evacuated to Winnipeg. A specialist who has been north is aware of the living environment of the North.

Surgical teams visiting Churchill operate there on patients referred by the clinic's staff or who have come from the Keewatin. An illustration of how the surgical team works is provided by the unusual number of northern children who suffer from ear problems requiring surgery. These children are identified by visiting ear, nose, and throat specialists and nurses in the Keewatin are asked to send selected patients to Churchill for surgery. While the team is in Churchill as many as 15 children from Churchill and the Keewatin will receive surgery within a week--something virtually impossible if each child were evacuated to Winnipeg.

Although the medical service has been the most active aspect of the Northern Medical Unit, the unit's potential as a teaching and research resource has slowly been developing. Undergraduate medical students spend summers in Churchill to work on specific research projects while others assist in the hospital and clinic. Graduate doctors in speciality training have accompanied their teacher-specialists on visits.

Research has largely been limited to epidemiological studies and evaluations of northern health care. It is envisaged that an expansion of teaching and research will result in the unit's increasing importance as a teaching unit in the Faculty of Medicine, while at the same time providing quality medical care.

Immediate plans are to continue the Northern Medical Unit along present lines and to expand as resources and opportunities allow. It is hoped that eventually the presence of the University of Manitoba will become more evident both in Churchill and in the North, the Northern Medical Unit being the starting point leading to involvement of other faculties of the University of Manitoba. Within the limits of the Northern Medical Unit there is room for involvement from other health science faculties, as well as social work, education, sociology, psychology, etc. Churchill could also be the base-camp for research undertakings by departments in the humanities, social sciences, the natural and physical sciences, and education through Extension.

The population of Churchill is remarkably heterogeneous for a small community: there are treaty Indians, non-treaty Indians, Métis and indigenous white populations, a transient white population (those stationed in Churchill for a few years by government agencies), a short-term transient white population (those who come for the summer shipping season), and Eskimos. Medical problems relating to each group are the responsibility of a different agency. Thus, part of the problem is to ensure that the appropriate agency is notified concerning the care of individual patients.

Sorting out the jurisdictional problems requires time and effort of all the clinical staff. In addition to the doctors, the clinic employs a social worker, Indian and Eskimo translators, as well as nursing and administrative personnel.

The development of the Northern Medical Unit as an integral part of both the University of Manitoba and the community (in this case a remote northern area in Manitoba and the Northwest Territories) may be considered part of one Canadian university's new outlook which manifests itself in day-to-day involvement in the needs of communities within its society while at the same time enhancing its traditional mission of teaching and research.

KEYWORDS: Medical Services

11.2 CLASSES

ANTHROPOLOGY:

485. Arctic ethnology
2. An intensive study of selected problems in the ethnology of aboriginal peoples of the Arctic.
Half credit. Graduate. Both terms.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7-8. Anthropology.
9. Anthropology. Arctic. Eskimo. Ethnology. Indian.

486. North American Indian ethnology
2. An intensive study of selected problems in the ethnology of aboriginal peoples of North America outside the Arctic.
Half credit. Graduate. Both terms.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7-8. Anthropology.
9. Anthropology. Ethnology. Indian.

487. Peoples of the Arctic
2. Ethnographic survey of the aboriginal peoples of the circumpolar regions of Asia, North America, and Greenland; the aboriginal and post-contact ethnography of such people.
Half credit. Undergraduate. First term.
Two anthropology classes or consent of the instructor.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7-8. Anthropology.
9. Anthropology. Arctic. Eskimo. Indian.

488. Canadian subcultures
2. An anthropological study of cultural sequences and variations in Canada from the earliest evidences to the present plural society.
Half credit. Undergraduate. First term.
One anthropology class or consent of the instructor.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7-8. Anthropology.
9. Anthropology. Subculture.

489. North American Indians
2. Ethnographic survey of the aboriginal peoples of North America; emphasis on selected cultures.
Half credit. Undergraduate. Second term.
Two anthropology classes or consent of the instructor.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7-8. Anthropology.
9. Anthropology. Culture. Indian.

490. When cultures meet
2. Non-credit.
3. 1972.
4. Thompson, Manitoba.
5. Manitoba.
6. Extension.
7. Community Studies.
8. Anthropology.
9. Community. Culture. Indian. Thompson.

ARCHAEOLOGY:

491. New World prehistory
2. Archaeological evidence and cultural interpretations of those New World cultures which did not develop civilizations, from the earliest inhabitants till the period of initial European contact.
Half credit. Undergraduate. First term.
Archaeology class or consent of instructor.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Archaeology. Indian. Eskimo. Prehistory.

492. New World civilization
2. Archaeological evidence and cultural interpretations of the growth and development of complex societies in the New World from the origins of agriculture to the period of initial European contact; emphasis on the "high cultures" of Central and South America.
Half credit. Undergraduate. Second term.
Archaeology class or consent of instructor.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Archaeology. Indian.

493. Early Man in the New World
2. Selected problems in interpreting the archaeological evidence of the earliest inhabitants of the New World, from the first migrations until the diversification of cultures about 5000 B.C.
Half credit. Graduate. First term.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Archaeology. Eskimo. Indian.

494. Seminar in North American archaeology
2. Problems in interpreting the archaeological record in North America.
Half credit. Graduate. First term.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Archaeology. Eskimo. Indian.

495. Seminar in circumpolar and sub-arctic archaeology
2. Selected problems in interpreting the archaeological record in various regions of the circumpolar arctic and sub-arctic.
Half credit. Graduate. Second term.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Archaeology. Arctic. Sub-arctic.

496. Prehistory to the present in Manitoba's Northland
3. 1972-1973
4. Lynn Lake.
5. Manitoba.
6. Extension.
8. Archaeology.
9. Archaeology. Lynn Lake. Prehistory.

497. Arctic prehistory
2. Archaeological evidence interpretations of the populations inhabiting the circumpolar arctic and sub-arctic regions from the end of the Pleistocene to the period of first European contact.
Half credit. Undergraduate. Second term.
Archaeology class or consent of instructor.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Archaeology. Arctic. Prehistory.

498. Manitoba prehistory
2. Archaeological evidence and culture history of prehistoric populations which inhabited the various environmental zones of Manitoba.
Half credit. Undergraduate. First term.
Archaeology class or consent of instructor.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Archaeology. Prehistory.

ART:

499. Painting
3. 1972
4. Flin Flon.
5. Manitoba.
6. Extension.
8. Art.
9. Art. Flin Flon.

500. Art workshop
3. 1972
4. Thompson.
5. Manitoba.
6. Extension.
8. Art.
9. Art. Thompson.

501. Art
3. 1972-1973
4. Thompson, Manitoba.
5. Manitoba.
6. Extension.
8. Art.
9. Art. Thompson.

502. Art
3. 1972
4. Flin Flon.
5. Manitoba.
6. Extension.
8. Art.
9. Art. Flin Flon.

503. Eskimo culture and art
2. History and analysis of Eskimo life and art with emphasis on style, form, and expression manifest in art and artifacts.
Half credit. Undergraduate. First term.
Not offered every year.
3. G. Swinton. 1972-1973
5. Manitoba.
6. Arts.
7-8. Art.
9. Art. Culture. Eskimo.

BIOLOGY:

504. Boreal ecology
2. Definition, distribution and environment of boreal regions; survey of ecological factors and interactions peculiar to boreal regions; role of these factors in the formation, evolution, and survival of the biota, including man.
Half credit. Graduate. Second term. Two botany classes or consent of instructor.
3. 1972-1973
5. Manitoba.
6. Faculty of Graduate Studies.
7-8. Biology.
9. Biology. Ecology.

COMMUNITY PLANNING:

505. Community development officers workshop
2. 15 week-end workshops.
3. 1972-1973
4. Birtle, Manitoba.
5. Manitoba.
6. Extension.
8. Community Planning
9. Birtle. Community development.

506. Chief, counsellors, and leaders
2. Non-credit.
4. The Pas, Manitoba.
5. Manitoba.
6. Extension.
7-8. Community Planning.
9. Community development. Indian. The Pas.

507. Cross-cultural counselling
2. Non-credit.
3. 1972
4. Cranberry Portage, Manitoba.
5. Manitoba.
6. Extention.
7-8. Community Planning.
9. Counselling. Cranberry Portage. Cross-cultural.

COMMERCE:

508. The professional and the Indian
2. Non-credit.
3. 1972
4. The Pas, Manitoba.
5. Manitoba.
6. Extension.
7. Community Studies.
8. Commerce and Economics.
9. Community. Indian. The Pas.

EDUCATION:

509. Problems in cross-cultural education
2. Cultural, sociological, and historical factors influencing education of minority groups such as Eskimos, Indians, Métis, Hutterites, recent migrants and the developing sub-cultures of the inner city.
Summer session.
3. 1972
5. Manitoba.
6. Arts.
7-8. Education.
9. Cross-cultural. Education. Eskimo. Indian.

510. Curriculum development for Indian and Métis children
2. A study of curriculum development for schools serving Indian and Métis children.
Summer session.
3. 1972
5. Manitoba.
6. Arts.
7-8. Education.
9. Curriculum. Indian. Métis.

511. Seminar in cross-cultural education
2. A critical analysis of methods and materials used in cross-cultural education and the sociological theories from which they derive.
Full credit. Graduate.
3. 1972
5. Manitoba.
6. Graduate Studies.
7-8. Education.
9. Cross-cultural. Education.

GEOGRAPHY:

512. Cultural geography
2. Focus upon major themes and concepts in cultural geography with special reference to the Great Plains region of Canada and the United States. Topics include the Indian Geography of the Great Plains, the Dust Bowl, and the influence of the 49th parallel.
Full term. Undergraduate. First term.
3. 1972-1973
5. Manitoba.
6. Arts.
7-8. Geography.
9. Cultural. Geography.

HISTORY:

513. A history of the North American Indian
2. An examination of the Indians of North America with special emphasis upon contact with Europeans and upon the Canadian experience.
Full credit. Undergraduate. First term.
3. 1972-1973
5. Manitoba.
6. Arts.
7-8. History.
9. History. Indian.

HOUSEHOLD SCIENCE:

514. Housing in northern Manitoba
3. 1972-1973
4. The Pas, Manitoba.
5. Manitoba.
6. Extension.
8. Household Science.
9. Household science. Housing. The Pas.

515. Interior design
3. 1972
4. Lynn Lake.
5. Manitoba.
6. Extension.
8. Household Science.
9. Household science. Lynn Lake.

INTER- AND MULTIDISCIPLINARY STUDIES:

516. Drama
3. 1972
4. Lynn Lake.
5. Manitoba.
6. Extension.
8. Inter- and Multidisciplinary Studies.
9. Art. Drama. Lynn Lake.

517. Seminar in native studies
5. Manitoba.
8. Inter- and Multidisciplinary Studies.
9. Native studies.

513. Contemporary issues in native studies
5. Manitoba.
8. Inter- and Multidisciplinary Studies.
9. Native studies.

519. Independent readings and research
5. Manitoba.
8. Inter- and Multidisciplinary Studies.
9. Native studies.

520. Introduction
5. Manitoba.
8. Inter- and Multidisciplinary Studies.
9. Native studies.

LAW:

521. Legal aspect of everyday living
3. 1972-1973
4. Flin Flon, Manitoba.
5. Manitoba.
6. Extension.
8. Law.
9. Law. Flin Flon.

522. Indians and the law
[illegible] 1972-1973
4. Wendigo Lodge, Manitoba.
5. Manitoba.
6. Extension.
8. Law.
9. Indian. Law. Wendigo Lodge.

523. Law for the layman
3. 1972
4. The Pas, Manitoba.
5. Manitoba.
6. Extension.
8. Law.
9. Law. The Pas.

524. Administration of the law
2. Canadian Mortgage and Housing Corporation.
3. J.S. Mattiasson. January 1972.
5. Manitoba.
6. Center for Settlement Studies.
7. Anthropology.
8. Law.
9. Administration. Law.

LINGUISTICS:

525. Field methods in linguistics
2. Fundamental concepts and practices of field work in linguistics.
Half credit. Graduate. Either session.
3. 1972-1973
5. Manitoba.
6. Arts.
7-8. Linguistics.
9. Linguistics.

526. Seminar in North American Indian languages
2. Selected topics in the structural analysis and comparative study of American Indian languages, with emphasis on the native languages of Canada.
Half credit. Graduate. Alternate years.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Linguistics.
9. Indian. Linguistics.

527. Native languages of North America
2. Survey of North American languages and their classification into families; structural sketch of one particular Indian language studied.
Half credit. Undergraduate. Second term.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Linguistics.
9. Indian. Linguistics.

528. Comparative linguistics
2. Language change and its consequences; aspects of historical linguistics, language classification, and linguistic prehistory; examples from Indo-European and from American Indian languages.
Half credit. Undergraduate. Second term.
Several classes in anthropology or consent of instructor.
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Linguistics.
9. Linguistics.

529. Ojibwa language course
2. Non-credit.
3. 1972
4. Ebb and Flow, Manitoba.
5. Manitoba.
6. Extension.
7. Community Studies.
8. Linguistics.
9. Community. Ebb and Flow. Ojibwa.

POLITICAL SCIENCE:

530. How we are governed
3. 1972-1973
4. The Pas, Manitoba.
5. Manitoba.
6. Extension.
8. Political Science.
9. Government. Political science. The Pas.

531. Lynn Lake's politics -- What are the alternatives?
3. 1972-1973
4. Lynn Lake, Manitoba.
5. Manitoba.
6. Extension.
8. Political Science.
9. Lynn Lake. Political science.

PSYCHOLOGY:

532. Introduction to psychology
2. Focus on many of the basic concepts and principles of psychology; problems of learning, perception, development, social behaviour, and mental health.
Full credit. Undergraduate. Summer and Evening sessions.
A passing mark in this course is a prerequisite for all other courses in psychology.
3. 1972
4. The Pas.
5. Manitoba.
6. Arts.
7-8. Psychology.
9. Psychology. The Pas.

SOCIOLOGY:

533. Youth in today's society
3. 1972-1973
4. Thompson, Manitoba.
6. Extension.
8. Sociology.
9. Sociology. Thompson. Youth.

534. Communications within the community
3. 1972-1973
4. Thompson, Manitoba.
5. Manitoba.
6. Extension.
8. Sociology.
9. Communication. Community. Sociology. Thompson.

535. Human relations
3. 1972-1973
4. Flin Flon, Manitoba.
5. Manitoba.
6. Extension.
8. Sociology.
9. Community. Flin Flon. Sociology.

536. Society; motivate, activate, participate (MAP)
3. 1972-1973
4. Winnipeg.
5. Manitoba.
6. Extension.
8. Sociology.
9. Sociology.

537. Group process
3. 1972
4. Winnipeg.
5. Manitoba.
6. Extension.
8. Sociology.
9. Sociology.

553. Anthropological genetics and demography of Cree-Saulteaux communities at Island Lake, Manitoba
   3. D.A. Rokala. 1970-1971
   5. Manitoba
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Biology. Cree. Demography. Island Lake. Saulteaux.

554. A preliminary survey of cultural features on the west shore of Hudson Bay
   3. W.J. Mayer-Oakes and Wenzel. 1970-1971
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Culture. Hudson Bay.

555. Study of nativistic movements among the Eskimo of eastern Canada and Greenland (based on library research)
   2. Ph.D. thesis.
   3. Paula Holland. 1972
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Eskimo. Greenland.

556. Fort McMurray: one of Canada's resource frontier towns
   2. Study of the roles of voluntary associations in Fort McMurray, Alberta.
      Ph.D. thesis.
   3. James Kerri. 1972
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Fort McMurray. Northern development.

557. Differential adaptation of Eskimo, Cree, Chipewyan, and other natives
   3. William W. Koolage Jr. 1972
   4. Churchill, Manitoba.
   5. Manitoba.
   6. Arts.
 7-8. Anthropology.
   9. Anthropology. Chipewyan. Cree. Eskimo.

558. Integration of native peoples into resource frontier communities
   2. Center for Settlement Studies.
   3. J.J. Matthiasson. 1970
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Native people. Northern development.

559. Relocated Eskimo miners
   2. Center for Settlement Studies.
   3. John Matthiasson. 1970
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Northern development. Mining.

560. Inter-ethnic adaptation in northern Canadian towns
   2. Institute for the AAA meetings in Toronto. Fall 1972. Eleven papers are included.
   3. John S. Matthiasson. 1972
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Cross-cultural studies.

561. Changing leadership roles in a hunting camp
   2. Follow-up of political change over the past years. Focus on changing leadership roles as people move from camps to the central community. Center for Settlement Studies. Canada Department of Labour.
   3. John S. Matthiasson. 1972
   4. Near Pond Inlet.
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Eskimo. Hunting. Leadership. Pond Inlet.

562. Study of growth and constitution carried out at Igloolik, Northwest Territories
   2. International Biological Programs.
   3. Joan F. DePeña. 1968
   5. Manitoba.
   6. Arts and Sciences.
 7-8. Anthropology.
   9. Anthropology. Eskimo. Igloolik. Medicine. Northwest Territories.

563. Growth and constitution studies of Iglolingmiut Eskimo
   2. National Research Council. International Biological Program.
   3. Joan F. DePeña. 1970
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Eskimo. Igloolik. Medicine.

564. Eskimo postural behaviour: morphology and culture
   2. Manitoba Association of Orthopedists, Winnipeg, Manitoba, January 1969.
   3. Joan F. DePeña. 1969
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Eskimo. Medicine.

565. Man in a harsh environment
   2. Part of a series entitled Man and his Environment, Natural History Society of Manitoba, December 1969.
   3. Joan F. DePeña. 1969
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Environment. Medicine.

566. University activities in the International Biological Programme and the Canadian Arctic
   3. Joan F. DePeña. W.O. Pruit. J. Walker. October 1970
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Biology. Canadian Arctic. Eskimo.

567. A working paper on analysis of Igloolik Eskimo locomotor behaviour
   3. Joan F. DePeña. N.D. Schacter. D.M. Zbeetnoff. November 1970
   5. Manitoba.
   6. Arts and Science.
 7-8. Anthropology.
   9. Anthropology. Eskimo. Igloolik. Medicine.

568. Changing settlement patterns among displaced groups: Igloolik, Northwest Territories
3. Joan F. DePeña. June 1971
5. Manitoba.
6. Arts and Science.
7-8. Anthropology.
9. Eskimo. Igloolik. Settlement.

569. Swampy Cree, northern Manitoba, northern Plains Cree, Saskatchewan
3. Katherine A. Pettipas.
4. Fort Gary Excavations. Swan River Valley.
5. Manitoba.
6. Arts.
7-8. Anthropology.
9. Cree. Indian.

570. Alcohol and the Cree Indians
3. Dale Russel. 1970
5. Manitoba.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Alcohol. Cree. Indian. Medicine.

571. Ethnohistory of the Caribou Eskimo
2. Canada Council.
3. Charles Shbyls. 1972
5. Manitoba.
6. Arts and Science.
7-8. Anthropology.
9. Caribou Eskimo. Eskimo. Ethnology. History.

572. The nonempirical environment of the arctic Alaskan Eskimos
2. A variety of nonempirical phenomena which included ghosts, dragons, and giant birds significantly influenced Eskimo life in arctic Alaska during the 19th century. Many otherwise excellent hunting and camping areas were avoided because of the activities of these "creatures." Belief in their existence has not been eliminated from the Eskimos' world view. It seems that the beliefs of the early Christian missionaries were compatible with indigenous Eskimo beliefs.
Reprint from Southern Journal of Anthropology, Vol. 27, No. 2, Summer 1971. Canada Council.
5. Manitoba.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Alaska. Arctic. Eskimo.

ARCHAEOLOGY:

573. Late prehistoric cultures of the transitional forest zone
3. Ronald J. Nash. 1970
4. Northern Manitoba and Southern Keewatin, Northwest Territories.
5. Manitoba.
6. Museum of Man and Nature.
7-8. Archaeology.
9. Archaeology. Boreal forest. Cultures. Prehistory.

574. Archaeology of Chinitna Bay, Alaska
2. National Research Council.
3. J. Townsend. 1969-1970
4. Chinitna Bay, Alaska.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Alaska. Archaeology. Chinitna Bay.

575. Archaeological and ethnographic research in the Iliamna Lake region, southwest Alaska
2. Northern Studies Committee (Manitoba) National Research Center. Research Board (Manitoba).
3. Joan Townsend. 1972
4. Iliamna Lake. Alaska.
5. Manitoba.
6. Arts and Science.
7. Anthropology.
8. Archaeology.
9. Alaska. Anthropology. Archaeology. Ethnology. Iliamna Lake.

576. Archaeological examination of the Duck River paleo-Indian site, Manitoba
3. L.F. Pettipas. 1972
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Archaeology. Duck River. Paleo-Indian.

577. Manitoba prehistory
3. L. Pettipas. 1972
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Anthropology. Archaeology. Prehistory.

578. Dorset archaeology in northwest Hudson Bay
2. National Museum of Man.
3. George Wenzel.
4. Coast between Chesterfield Inlet and Winchester Inlet.
5. Manitoba.
6. Arts.
7. Anthropology.
8. Archaeology.
9. Archaeology. Dorset culture. Eskimo. Hudson Bay. Manitoba.

579. Manitoba paleobotany
3. C.T. Shay. 1972
5. Manitoba.
6. Arts.
7-8. Archaeology.
9. Manitoba. Paleobotany.

ARCHITECTURE:

580. Some micro-climate effects of siting and orientation on buildings in northern environments
2. Center for Settlement Studies.
3. A. Dakin. Graduate student. 1972
5. Manitoba.
6. Faculty of Architecture.
7. Environmental Studies.
8. Architecture.
9. Architecture. Climate. Environment.

581. Identification of architectural components of existing housing forms in boreal communities (indigenous and imported)
2. Center for Settlement Studies.
3. A. Kowrte. 1970
5. Manitoba.
6. Faculty of Architecture.
7. Architecture.
8. Architecture.
9. Architecture. Housing. Indian. Settlements. Whites.

582. Design and evaluation of housing units in remote northern communities
3. A.M. Lansdown. 1972
5. Manitoba.
6. Engineering.
8. Architecture.
9. Architecture. Housing. Settlements.

ART:

583. Eskimo fantasies and mythology
3. George Swinton. 1972
5. Manitoba.
6. School of Art.
7-8. Art.
9. Anthropology. Art. Eskimo. Mythology.

584. Eskimo thoughts and aesthetics
3. George Swinton. 1972
5. Manitoba.
6. School of Art.
7-8. Art.
9. Anthropology. Art. Eskimo.

585. Acculturation and adaptation in contemporary Eskimo art
3. George Swinton. 1972
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Eskimo.

586. An annotated checklist of Eskimo artists
3. George Swinton. 1972
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Eskimo.

587. The Eskimo collection of the Montreal Museum of Fine Arts
3. George Swinton. 1972
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Eskimo.

588. Eskimo sculpture, past and present
3. George Swinton. 1972
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Eskimo. History.

589. Introduction to "Arctic Quebec Prints"
3. George Swinton. 1972
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Eskimo. Nouveau-Quebec.

590. Introduction to "Baker Lake Prints"
3. George Swinton. 1972
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Baker Lake. Eskimo.

591. Statistical analysis of Dorset culture art functions
2. Northern Studies Committee, University of Man.
3. George Swinton. 1972
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Culture. Dorset culture. Eskimo.

592. Methods and application of computer analysis in the study of design elements
2. Research Board, University of Manitoba.
3. George Swinton. 1970
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Computer analysis. Design.

593. Recording of Igloolik Dorset art in the collection of Magister Jorgen Meldgaard of the National Museum in Copenhagen
3. George Swinton. 1970
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Denmark. Dorset culture. Igloolik.

594. Recording and photographing of Dorset art at Eskimo Museum in Churchill
2. Research Board, University of Manitoba.
3. George Swinton. 1970
4. Churchill.
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Churchill. Dorset culture. Eskimo.

595. Biographical and photo research of Keewatin artists
3. George Swinton. 1970
4. Keewatin.
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Eskimo. Keewatin.

596. Research for new book on Eskimo sculpture
3. George Swinton. 1970
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Eskimo.

597. Eskimo art tradition: cataloguing of Eskimo Museum at Churchill
2. Northern Studies Committee.
3. George Swinton. 1971-1972
4. Churchill and various arctic areas.
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Churchill. Eskimo.

598. Preliminary research for the assembly of a definitive exhibition on Eskimo art for the Canadian Eskimo Arts Council
2. Canadian Eskimo Arts Council.
3. George Swinton. 1972
5. Manitoba.
6. School of Art.
7-8. Art.
9. Art. Eskimo.

BIOLOGY:

599. Microbial decomposition of pollutants at low temperatures
3. H. Halverson. 1972
5. Manitoba.
7. Microbiology.
8. Biology.
9. Biology. Pollution.

600. Plastic-covered greenhouse to grow tomatoes in a semi-commercial way
2. City of Thompson. Manitoba Research Council. University of Manitoba.
3. J.I. Campbell. 1972
5. Manitoba.
6. Agriculture.
7. Biology.
8. Biology.
9. Agriculture. Biology. Plants. Thompson

601. Control of biting insects in boreal communities
2. Center for Settlement Studies.
3. A.J. Thorsteinson. 1970
5. Manitoba.
6. Faculty of Agriculture.
7. Entomology.
8. Biology.
9. Biology. Boreal forest. Insects.

602. Evolution of hardy ornamental plant materials for use in northern communities
3. A.C. Gerguson and L. Lenz. 1972
5. Manitoba.
6. Agriculture.
7. Plant Sciences.
8. Biology.
9. Agriculture. Biology.

603. Practical methods for mosquito abatement in isolated communities
2. Canadian Mortgage and Housing Corporation.
3. A.J. Thorsteinson. 1970
4. Pinawa, Manitoba.
5. Manitoba.
6. Center for Settlement Studies.
7. Entomology.
8. Biology.
9. Biology. Insects. Pinawa.

604. An ecological study of mosquitoes in the area of Pinawa, Manitoba with special reference to the distribution and abundance of the genius Aedes
2. Center for Settlement Studies.
3. M. Trimble. Graduate student. 1972
5. Manitoba.
6. Faculty of Agriculture.
7. Entomology.
8. Biology.
9. Biology. Ecology. Insects. Pinawa.

COMMERCE AND ECONOMICS:

605. A demographic study of the Fort Resolution native population, Northwest Territories
2. Center for Settlement Studies.
3. A.F. Bisson. Graduate student. 1972
5. Manitoba.
6. Faculty of Arts.
7-8. Economics.
9. Demography. Fort Resolution. Indian. Northwest Territories.

606. Collective bargaining agreements in northern communities
2. Center for Settlement Studies.
3. A. Carmel. 1970
5. Manitoba.
6. Faculty of Arts.
7-8. Economics.
9. Economics. Political science.

607. The impact of collective bargaining on the single industry, isolated (e.g. mining) community
2. Center for Settlement Studies.
3. A.S. Carmel and Dr. Hjorleifson. 1970
5. Manitoba.
6. Faculty of Arts.
7-8. Economics.
9. Economics. Mining. Political science.

608. Demographic changes related to changing socio-economic factors in Pine Point and Fort Resolution
2. Center for Settlement Studies.
3. P. Deprez. 1970
5. Manitoba.
6. Faculty of Arts.
7-8. Economics.
9. Demography. Fort Resolution. Northwest Territories. Pine Point. Sociology.

609. The aboriginal population of a single resource enterprise community
2. Center for Settlement Studies.
3. P. Deprez. 1970
5. Manitoba.
6. Arts and Science.
7-8. Economics.
9. Community. Economics. Political science. Northern development.

610. Economic and social changes affecting the demographic characteristics of resource frontier communities
2. Center for Settlement Studies.
3. P. Deprez and P.S. Dhruvarajan. 1970
5. Manitoba.
7-8. Economics.
9. Community. Demography. Economics. Sociology.

611. Market factors affecting the viability of four single enterprise communities
2. Center for Settlement Studies.
3. Andrew Friedmon. 1970
5. Manitoba.
7-8. Economics.
9. Community. Economics.

612. Stability of employment in communities dependent on the lumber industry
2. Center for Settlement Studies.
3. J.A. Gray. 1970
5. Manitoba.
7-8. Economics.
9. Community. Economics. Lumbering.

613. Tourist and recreation potential in the North
3. Z.T. M[illegible]czkowski. 1972
5. M[illegible]oba.
6. Arts and Science.
7. Geography.
9. Commerce and Economics.
9. Economics. Recreation. Tourism.

614. Education in area economic development
2. Center for Settlement Studies.
3. P. Molgat and J.A. MacMillan. 1972
5. Manitoba.
6. Faculty of Agriculture.
7-8. Economics.
9. Economics. Education. Northern development.

615. Impact of educational programs on changing income levels
2. Center for Settlement Studies.
3. J.A. MacMillan. 1970
5. Manitoba.
6. Faculty of Agriculture.
7-8. Economics.
9. Economics. Education. Northern development.

616. Simulation systems model to permit predictions of different effects on community economic development with variations in inputs
2. Center for Settlement Studies.
3. J.A. MacMillan. 1970
5. Manitoba.
6. Faculty of Agriculture.
7-8. Economics.
9. Community. Economics. Northern development.

617. Economic impact of the new Indian policy of the Canadian government
2. Center for Settlement Studies.
3. P. Phillips. 1970
5. Manitoba.
6. Faculty of Arts.
7-8. Economics.
9. Administration. Economics. Political science.

618. Industrial conflict in labour relations in resources industry settlements
2. Center for Settlement Studies.
3. P.A. Phillips. 1970
5. Manitoba.
6. Arts and Science.
7-8. Economics.
9. Community. Economics. Political science.

619. A note on the cost of living in the North: food prices in small northern Manitoba settlements
2. Center for Settlement Studies.
3. J.B. Beldon. 1972
5. Manitoba.
6. Faculty of Arts.
7-8. Economics.
9. Economics. Settlements.

COMMUNICATIONS:

620. Development model for Thompson (Manitoba) with special emphasis on transportation
2. Manitoba Royal Commission Northern Transport.
3. W. Tyrchniewicz and A. MacMillan. 1969
4. Thompson, Manitoba.
5. Manitoba.
6. Agriculture.
7. Agricultural Economics.
8. Communications.
9. Economics. Northern development. Thompson. Transportation.

COMMUNITY PLANNING:

621. Household survey on housing conditions in Churchill
2. Manitoba Housing and Renewal Corporation, Department of Municipal Affairs.
3. D. Fish and M. Stephens. 1969
5. Manitoba.
6. School of Social Work.
8. Community Planning.
9. Churchill. Community planning. Housing.

622. The physical form of a northern community
2. University of Manitoba Northern Studies committee.
3. Jonas Lehrman. 1970-1971
4. Coppermine, Northwest Territories.
5. Manitoba.
7. Faculty of Architecture.
8. Community Planning.
9. Architecture. Community planning. Coppermine. Settlements.

623. Habitability in the boreal zone of Canada
2. Canada Council. Center for Settlement Studies.
3. J.E. Page. M. Carvalho. 1969
5. Manitoba.
6. Arts and Science.
7-8. Community Planning.
9. Boreal forest. Community planning.

624. Factors related to personnel turnover in resource frontier communities
2. Canada Department of Labor.
3. J.S. Matthiasson. 1970
5. Manitoba.
6. Arts and Science.
7. Anthropology.
8. Community Planning.
9. Anthropology. Community planning. Sociology.

625. Social map of the community
2. Center for Settlement Studies.
3. J.C. Ryant. 1970
5. Manitoba.
6. School of Work.
8. Community Planning.
9. Community planning. Sociology.

626. Secondary organization in single enterprise communities
2. Center for Settlement Studies.
3. J.C. Ryant. 1970
5. Manitoba.
6. School of Social Work.
8. Community Planning.
9. Community planning. Sociology.

627. Planning communities for the North: some social and psychological influences
2. Center for Settlement Studies.
3. L.B. Siemens. October 1970
5. Manitoba.
6. Agriculture.
7. Plant Science.
8. Community Planning.
9. Community planning. Psychology. Sociology.

628. Housing in a resource frontier community
2. Center for Settlement Studies.
3. H. Tanimura. 1969
5. Manitoba.
6. Arts and Science.
7-8. Community Planning.
9. Architecture. Community planning. Housing.

629. Development of alternative planning principles for the improvement of housing conditions
2. Center for Settlment Studies.
3. H. Tanimura. 1970
5. Manitoba.
6. Faculty of Architecture. Housing.

EDUCATION:

630. A study of some aspects of the drop-out problem in the Frontier School Division
2. Dome Petroleum.
3. L.D. Baker. 1970
5. Manitoba.
6. Arts and Science.
7-8. Education.
9. Community. Education. School drop-outs.

631. Index of educational effort for six single-enterprise communities
2. Center for Settlement Studies.
3. P. Husby. 1970
5. Manitoba.
6. Arts and Science.
7-8. Education.
9. Community. Education.

632. School and community factors associated with school retention
3. P. Husby. 1970-1972
4. Nipigon-Redrock, Atikokan and Red River Lake, Geralton, Dryden, Fort Frances, Kenora, Ontario: Lynn Lake, Flin Flon, Thompson, Snow Lake, The Pas, Manitoba.
5. Manitoba.
6. Center for Settlement Studies.
7. Faculty of Education.
8. Education.
9. Atikokan. Community. Education. Dryden. Flin Flon. Fort Frances. Geralton. Kenora. Lynn Lake. Nipigon-Redrock. Red River Lake. Snow Lake. The Pas. Thompson.

633. Educational effort in five resource frontier communities
2. Center for Settlement Studies.
3. P.J. Husby. 1971
5. Manitoba.
6. Faculty of Education.
8. Education.
9. Community. Education.

634. School and community factors associated with the holding power of schools in resource settlements
2. Center for Settlement Studies.
3. P.J. Husby/Pippert. 1970
4. Alberta, Saskatchewan. Manitoba, and Ontario.
5. Manitoba.
6. Faculty of Education.
8. Education.
9. Community. Education.

635. Pupil retention indices in resource frontier communities
2. Center for Settlement Studies.
3. P.J. Husby and Pippert. 1970
5. Manitoba.
6. Faculty of Education.
8. Education.
9. Community. Education.

636. The role of the educational system and the aspirations of high school students (in resource frontier communities)
2. Center for Settlement Studies.
3. G. Kristjanson and L.F. Douglas. 1970
5. Manitoba.
6. Arts and Science.
7. Sociology.
8. Education.
9. Community. Education.

637. Development of voluntary groups engaged in educational, intellectual, cultural, and recreational activities
2. Center for Settlement Studies.
3. G.W. Leckie. 1970
5. Manitoba.
6. Faculty of Education.
8. Education.
9. Education. Recreation.

638. A study of the educational development of Eskimo children in the pre-vocational school and in the Duke of Edinburgh School at Fort Churchill
3. J.W. Peach.
5. Manitoba.
6. Arts and Science.
7-8. Education.
9. Churchill. Education. Eskimo.

639. Teacher turnover in Thompson
2. Manitoba Educational Research Council.
3. J.W. Peach. 1970
4. Thompson, Manitoba.
5. Arts and Science.
7-8. Education.
9. Education. Teacher turnover. Thompson.

640. Predictors of occupational aspirations of high school students in single enterprise communities
2. Center for Settlement Studies.
3. J.W. Peach. March 1970
5. Manitoba.
6. Faculty of Education.
8. Education.
9. Community. Education.

641. Causes of teacher turnover in the Mystery Lake District at Thompson
2. Center for Settlement Studies.
3. Dr. Stewart. 1970
5. Manitoba.
6. Faculty of Education.
8. Education.
9. Education. Teacher turnover. Thompson.

642. Northern studies teaching experience and curriculum improvement project
3. A.M. McPherson. 1972
5. Manitoba.
6. Arts and Science.
7-8. Education.
9. Education.

643. Some causes of teacher turnover in a single-enterprise community
2. Canadian Mortgage and Housing Corporation.
3. D.H. Stewart. 1972
5. Manitoba.
6. Center for Settlement Studies.
7. Faculty of Education.
8. Education.
9. Community. Education. Teacher turnover.

644. Traditional Eskimo games and their role in child socialization
2. Committee for Northern Studies, University of Manitoba.
3. W.M. Zuk.
4. Central Arctic.
5. Manitoba.
6. Arts.
7-8. Education.
9. Eskimo. Games. Sociology.

ENGINEERING:

645. Institutional arrangements for administration of water resources
3. C. Booy. 1970
5. Manitoba.
6. Engineering.
7-8. Engineering.
9. Administration. Engineering. Water.

646. Construction of embankments on permafrost
3. L. Domaschuk. 1969
5. Manitoba.
6. Engineering.
7. Civil Engineering.
8. Engineering.
9. Engineering. Permafrost.

647. Electrical control of black fly and mosquito infestation in the Canadian North
2. Defence Research Board.
3. M.A.K. Hamid. W.M. Boerner. R.J. Boulanger. [illegible]
5. Manitoba.
6. Engineering.
7. Electrical Engineering.
8. Engineering.
9. Biology. Engineering. Insects.

648. Cold weather construction and design: 1) adfreeze forces on structures, 2) brittle fracture in steel
2. Templeton Engineering (consulting engineers).
3. A. Lansdown.
5. Manitoba.
6. Engineering.
7. Civil Engineering.
8. Engineering.
9. Construction. Engineering.

649. Frazzle ice formation
3. G. Yuill. 1972
5. Manitoba.
6. Engineering.
7. Mechanical Engineering.
8. Engineering.
9. Engineering. Ice.

ENVIRONMENTAL STUDIES:

650. Environmental quality evaluation and impact analysis methodology
2. Center for Settlement Studies.
3. D. Johns, graduate student. 1972
5. Manitoba.
6. Faculty of Architecture.
7-8. Environmental Studies.
9. Ecology. Environment.

651. The biological productivity of West Blue Lake, Manitoba
3. G.G.C. Robinson. 1972
5. Manitoba.
7. Botany.
8. Environmental Studies.
9. Biology. Ecology. Environment. West Blue Lake.

652. Recolonization of forest vegetation following fire in the forest-tundra ecotone
3. R.E. Longton. 1972
5. Manitoba.
7. Botany.
8. Environmental Studies.
9. Biology. Ecology. Environment. Tundra. Vegetation.

653. Bio-energetic and metabolism in cold climate reptiles
3. M. Aleksiuk. 1970-1971
5. Manitoba.
7-8. Environmental Studies.
9. Biology. Reptiles

654. Cold tolerance of the garter snake
3. K.W. Stewart. 1970-1971
5. Manitoba.
7-8. Environmental Studies.
9. Biology. Reptiles. Wildlife management.

655. Phenology and environmental adaptations in northern terrestrial angiosperms
3. J.M. Shay. 1972
5. Manitoba.
6. Arts.
7-8. Environmental Studies.
9. Biology. Ecology. Environment. Vegetation.

656. Occurrence and distribution of aquatic fungi in the Hudson Bay region
3. T. Booth. 1972
5. Manitoba.
6. Arts.
7. Botany.
8. Environmental Studies.
9. Biology. Environment. Hudson Bay. Marine life.

657. Communication in relation to food habits in gulls and terns
3. R.M. Evans. 1970-1971
5. Manitoba.
7-8. Environmental Studies.
9. Biology. Birds. Wildlife management.

658. Northern peat lands
3. R.E. Longton and J.M. Stewart. 1970-1971
5. Manitoba.
7-8. Environmental Studies.
9. Biology. Ecology. Environment. Vegetation.

659. Interrelationship of the built environment and social behaviour
2. Center for Settlement Studies.
3. G. Stephens. Graduate student. 1972
5. Manitoba.
6. Faculty of Architecture.
7-8. Environmental Studies.
9. Environment. Sociology.

GEOGRAPHY:

660. Historical changes in climate of the Canadian Northwest
3. A.J.W. Catchpole. 1972
5. Manitoba.
6. Arts.
7-8. Geography.
9. Climatology. Northwestern Canada.

661. Prime site inventory of recreational potential in Manitoba's boreal forest
3. H.L. Sawatsky. 1970-1971
5. Manitoba.
6. Arts.
7-8. Geography.
9. Boreal forest. Recreation.

662. Aspects of marginal agriculture (parkland forest transition zone)
3. F. Laut. 1972
5. Manitoba.
6. Arts and Science.
7-8. Geography.
9. Agriculture. Boreal forest.

663. Labour migration into and within northern Manitoba
3. J.R. Rogge. 1972
5. Manitoba.
6. Arts and Science.
7-8. Geography.
9. Demography. Economics. Northern Manitoba.
Sociology.

664. Labour turnover in northern resource communities
2. Center for Settlement Studies.
3. J.R. Rogge. 1970
5. Manitoba.
6. Faculty of Arts.
7-8. Geography.
9. Demography. Economics. Sociology.

665. Recreational supply and demand of the Thompson area in Manitoba
2. Northern Studies Committee.
3. R.L. Sawatzky. 1971-1972
5. Manitoba.
6. Arts.
7-8. Geography.
9. Recreation. Thompson.

HEALTH SCIENCES:

666. Gastric cancer in North American Icelanders
2. National Cancer Institute. Northern Studies Committee.
3. N. Choi.
5. Manitoba.
6. Medicine
7-8. Health Sciences.
9. Health. Iceland. Medicine.

667. The value of self-administered penthrane during obstetrical labor and delivery
2. National Health Grant.
3. L. Cruickshank.
5. Manitoba.
6. Arts and Science.
7-8. Health Science.
9. Health. Medicine.

668. Study of the utilization of health services in Churchill
2. Center for Settlement Studies.
3. D. Fish. 1970
5. Manitoba.
6. School of Social Work.
7-8. Health Science.
9. Churchill. Health.

669. A study of psychiatric care of Indians and Métis
2. National Health Grant.
3. J. Hendrie. 1970
5. Manitoba.
6. Arts and Science.
7-8. Health Science.
9. Health. Indian. Medicine. Métis.
Psychiatry.

670. Health of Igloolik Eskimos and changes with urbanization
3. J.A. Hildes and O. Schaefer. June 1971
5. Manitoba.
7. Anthropology.
8. Health Science.
9. Eskimo. Health. Igloolik. Urbanization.

671. Health and epidemiological studies Igloolik. International Study of Eskimoes. International Biological Programme
2. National Research Council. University of Manitoba Northern Studies Committee.
3. J.A. Hildes.
5. Manitoba.
6. Medicine
7-8. Health Science.
9. Biology. Eskimo. Health. Igloolik.
Medicine.

672. March 1969 ophthalmological services to Keewatin area
3. P.J. Konkel.
5. Manitoba.
6. Arts and Science.
7-8. Health Science.
9. Health. Keewatin. Medicine.

673. December 1968 ophthalmological services to Keewatin area
3. G.M. Krolman.
5. Manitoba.
6. Arts and Science.
7-8. Health Science.
9. Health. Keewatin. Medicine.

674. September 1969 ophthalmological services to Keewatin area
3. G.M. Krolman.
5. Manitoba.
6. Arts and Science.
7-8. Health Science.
9. Health. Keewatin. Medicine.

675. Affects of adenovirus on chest disease in Indian and Eskimo children
3. R.I. Macpherson.
5. Manitoba.
6. Arts and Science.
7-8. Health Science.
9. Health. Eskimo. Indian. Medicine.

676. The risk to northern indigenous American populations of altered response to tuberculosis by exposure to wild measles or attenuated vaccine
3. M.J. Gurwith. 1972
5. Manitoba.
7. Medicine.
8. Health Science.
9. Health. Medicine.

677. Epidemiology at Churchill, Manitoba
3. N.W. Choi. 1970-1971
5. Manitoba.
7-8. Health Science.
9. Churchill. Health. Medicine.

678. The arctic reservoir for the psittacosis--L.G.V. agent
3. J.C. Wilt. 1970-1971
5. Manitoba.
7-8. Health Science.
9. Health. Medicine.

679. Community health nursing in an Indian reservation
3. M.M. Mcleod. 1972
5. Manitoba.
7. Nursing.
8. Health Science.
9. Community. Health. Indian. Medicine.

680. Provision and use of drugs in the North
2. Center for Settlement Studies.
3. L. Munay. 1970
5. Manitoba.
6. Faculty of Medicine.
8. Health Science.
9. Health. Medicine. Pharmacology.

681. Meningitis in the Keewatin
2. National Health Grant.
3. A.R. Ronald.
5. Manitoba.
6. Medicine.
7. Medical Microbiology.
8. Health Science.
9. Health. Keewatin. Medicine.

682. Skin infections in northern Indians
3. A.R. Ronald.
5. Manitoba.
6. Medicine.
7. Medical Microbiology.
8. Health Science.
9. Health. Indian. Medicine.

683. Public health aspects in a northern Indian community
2. By involving a number of concerned native students it is hoped to characterize the problem through field studies, design the remedies or remedy, and have these implemented through them or their families.
3. A.R. Sparling.
5. Manitoba.
6. Engineering.
7. Civil Engineering.
8. Health Science.
9. Community. Health. Indian.

684. Significance of psittacosis in the Arctic
2. Manitoba Research Council.
3. J.C. Wilt and H.I. Sayed.
5. Manitoba.
6. Medicine.
7. Medical Microbiology.
8. Health Science.
9. Arctic. Health.

685. Utilization of medical services in isolated northern communities
2. Center for Settlement Studies.
3. J. Stephens. J. Frideres.
5. Manitoba.
6. Arts and Science.
7. Sociology.
8. Health Sciences.
9. Community. Health. Medicine.

HISTORY:

686. Russian fur-trade activities in Alaska and the Pacific Coast
3. G.W. Gerus.
5. Manitoba.
6. Arts and Science.
7-8. History.
9. Alaska. Fur-trade. History. Pacific Coast.

687. Indian removal from the Old Northwest
3. G. Schultz. 1969
5. Manitoba.
6. Arts.
7-8. History.
9. History. Indian.

688. The Shawnee
3. G. Schultz. 1970
5. Manitoba.
6. Arts.
7-8. History.
9. History. Shawnee.

689. History of British Columbia fur-trade
3. Dale Russel. 1972
5. Manitoba.
6. Arts and Science.
7-8. History.
9. History. Fur-trade. British Columbia.

690. Native religions, North American Indians
3. G. Schultz. 1970
5. Manitoba.
6. Arts.
7-8. History
9. History. Indian. Religion.

HOUSEHOLD SCIENCE:

691. Homemaking in a resource-frontier community
2. Center for Settlement Studies.
3. N.A. Barclay and others.
5. Manitoba.
6. Home Economics.
7. Family Studies.
8. Household Science.
9. Community. Household science.

692. Performance properties of electrically heated garments
2. National Research Council.
3. R.G. Steadman. 1969
5. Manitoba.
6. Home Economics.
7. Clothing and Textiles.
8. Household Science.
9. Clothing. Household science.

693. Moisture content of textiles as a function of humidity at sub-freezing temperatures
2. National Research Council.
3. R.G. Steadman. 1969
5. Manitoba.
6. Home Economics.
7. Clothing and Textiles
8. Household Science.
9. Clothing. Household science.

694. Adoption of recent designs in cold-climate clothing in northern communities
2. National Research Council.
3. R.G. Steadman. 1969
5. Manitoba.
6. Home Economics.
7. Clothing and Textiles
8. Household Science.
9. Clothing. Household science.

695. Clothing study
2. Center for Settlement Studies.
3. R.G. Steadman. 1970
5. Manitoba.
6. Home Economics.
8. Household Science.
9. Clothing. Household science.

696. Homemaking in a resource-frontier community: aspects for research
2. Center for Settlement Studies.
3. S.M. Weber. March 1970
5. Manitoba.
6. Home Economics.
7. Foods and Nutrition.
8. Household Science.
9. Community. Homemaking. Household science.

697. Survey of staff housing for Eskimo and White in northern communities
2. Department of Indian Affairs and Northern Development. Department of Public Works.
3. 1969
4. Frobisher Bay.
5. Manitoba.
6. Arts and Science.
8. Household Science.
9. Eskimo. Frobisher Bay. Housing. Household Science. White.

INTER- AND MULTIDISCIPLINARY STUDIES:

698. Mosquito and blackfly biology
3. R. Brust and students. 1965-1969
4. Baker Lake and Churchill.
5. Manitoba.
6. Arts and Science.
8. Multidisciplinary.
9. Baker Lake. Biology. Churchill. Insects.

699. Insulating characteristics of fibrous battings with a layer of still air
3. M.S. Sadasivim. 1972
5. Manitoba.
6. Arts and Science.
7. Clothing and Textiles.
8. Multidisciplinary.
9. Clothing. Household science.

700. The construction of a program for a pilot model for the design of an eco-sensitive northern community
2. Center for Settlement Studies.
3. [illegible] Nelson. 1970
5. Manitoba.
6. Faculty of Architecture.
7-8. Multidisciplinary.
9. Architecture. Community planning. Ecology.

701. Interdisciplinary research on resource frontier communities
2. Center for Settlement Studies.
3. L.B. Siemens. March 1970
5. Manitoba.
6. Agriculture.
7. Plant Science.
8. Multidisciplinary.
9. Community. Northern development.

LAW:

702. Eskimo conceptualizations of Canadian law
2. Center for Settlement Studies.
3. J.S. Matthiasson. 1970
5. Manitoba.
6. Arts and Science.
7. Anthropology.
8. Law.
9. Anthropology. Eskimo. Law.

LINGUISTICS:

703. Eskimo-Indian surnames in Canada
3. J.B. Rudnyckyj. 1972
5. Manitoba.
6. Arts and Science.
7-8. Linguistics.
9. Eskimo. Indian. Linguistics.

704. The phonology of Swampy Cree at Shamattawa, Manitoba (Swampy dialect)
2. Northern Studies Committee. National Museum of Man. Manitoba Department of Education.
3. Robert J. Anthony. January 1973
5. Manitoba.
6. Arts and Science.
7-8. Linguistics.
9. Cree. Linguistics. Indian. Shamattawa.

705. American Indian languages
3. R.T. Carter Jr. 1972-1973
5. Manitoba.
6. Arts.
7. Anthropology.
8. Linguistics.
9. Indian. Linguistics.

706. Grammar and dictionary of the Cree language
3. H.C. Wolfart. 1972-1973
5. Manitoba.
6. Arts.
8. Linguistics.
9. Cree. Dictionary. Linguistics.

707. Meet Cree: a practical guide to the Cree language
2. A short booklet contrasting the basic characteristics of Cree with those of English intended for the general reader; an attempt to make specialized knowledge accessible to those who need it most: school teachers.
3. H.C. Wolfart. 1972-1973
5. Manitoba.
6. Arts.
7. Anthropology.
8. Linguistics.
9. Cree. Linguistics.

708. Cree dialects
2. Differences between the various Cree dialects (Plains Cree, Swampy Cree) and problems such as the linguistic affiliation of the language of Island Lake.
3. H.C. Wolfart. 1972-1973
5. Manitoba.
6. Arts.
7. Anthropology.
8. Linguistics.
9. Cree. Island Lake. Linguistics.

709. Cree linguistics
2. Some Cree texts have been written down and translated. On the basis of such texts and other data it is hoped to arrive at an understanding of how the Cree language works in all its different aspects: what kinds of sound occur and how they may be combined to form words and how to arrange words into sentences.
3. H.C. Wolfart. 1972-1973
5. Manitoba.
6. Arts.
7. Anthropology.
8. Linguistics.
9. Cree. Linguistics.

710. Cree texts
2. A fairly large number of Cree texts (traditional as well as historical) have been collected which will eventually be published in Cree, along with an English translation and grammatical notes.
3. H.C. Wolfart. 1972-1973
5. Manitoba.
6. Arts.
7. Anthropology.
8. Linguistics.
9. Cree. Linguistics.

711. Political development on Canadian reserves
2. An assessment of the progress toward self-government and decision-making on Canadian reserves, many of which are located in close proximity to single enterprise communities, and thus share the potentials and problems of Canada's resources frontier with their neighbours.
Center for Settlement Studies.
3. F.H. Wichern Jr., assisted by H. Sirkis, M. Stowell, L. Weiss. July 1972
5. Manitoba.
6. Arts and Science.
7-8. Political Science.
9. Community. Indian. Political Science.

PSYCHOLOGY:

712. Psychology of northern living
2. Center for Settlement Studies.
3. J.S. Matthiasson. 1970
5. Manitoba.
6. Arts and Science.
7. Anthropology.
8. Psychology.
9. Anthropology. Psychology.

SOCIOLOGY:

713. The effects of capitalist socio-political structures on northern Indian populations
2. Committee for Arctic and Sub-Arctic Research.
3. Peter Douglas Elias. 1970
4. Northern Manitoba.
5. Manitoba.
6. Manitoba Museum of Man and Nature.
8. Sociology.
9. Indian. Political science. Sociology.

714. The sociological effects of a community health service
2. Center for Settlement Studies.
3. D. Fish. 1969
5. Manitoba.
6. Arts and Science.
7-8. Sociology.
9. Community. Health. Sociology.

715. Social integration and mental health in three northern Manitoba communities
2. Center for Settlement Studies.
3. M.A. Miniely. Graduate student. 1972
5. Manitoba.
6. School of Social Work.
8. Sociology.
9. Mental health. Sociology.

716. Physical design and social behaviour in four northern communities
2. Canadian Mortgage and Housing Corporation.
3. C. Nelson. 1971-1972
4. Lac La Ronge. Whitehorse. Frobisher. Gillam.
5. Manitoba.
6. Center for Settlement Studies.
7. Department of Environmental Studies.
8. Sociology.
9. Community planning. Frobisher. Gillam. Lac La Ronge. Sociology. Whitehorse.

717. Analysis of population and labour-force with particular reference to mobility
2. Center for Settlement Studies.
3. J.R. Rogge. 1970
5. Manitoba.
6. Arts and Science.
7. Geography.
8. Sociology.
9. Demography. Economics. Political science Sociology.

718. A demographic analysis of participation in voluntary organizations in three northern communities
2. Center for Settlement Studies.
3. J. Rosettis. Graduate student. 1972
5. Manitoba.
6. School of Social Work.
8. Sociology.
9. Community. Demography. Northern Manitoba. Sociology.

719. Problems of mental health and adjustment to northern living
2. Center for Settlement Studies.
3. J.C. Ryant. 1970
5. Manitoba.
6. School of Social Work.
8. Sociology.
9. Mental health. North. Sociology.

720. Educational and occupational values, opportunity orientations, aspirations and expectations of twelfth grade students and their mothers in selected single enterprise communities
2. Center for Settlement Studies.
3. D. Smith. Graduate student. 1972
5. Manitoba.
6. Faculty of Arts.
7-8. Sociology.
9. Community. Education. Sociology.

721. Non-verbal communication among Eskimo and Indians in northern Manitoba
3. K.H. Baxter. 1972
5. Manitoba.
6. Arts and Science.
7-8. Sociology.
9. Communication. Eskimo. Indian. Northern Manitoba. Sociology.

722. Study of social services in northern Manitoba
2. Center for Settlement Studies.
3. L.B. Spearman and J.D. Erickson. 1969
5. Manitoba.
6. School of Social Work.
8. Sociology.
9. Northern Manitoba. Social services. Sociology.

723. Socio-economic status and housing survey of Churchill, Manitoba
2. Manitoba Department of Municipal Affairs.
3. J. Stephens. 1970
5. Manitoba.
6. Arts and Science.
7-8. Sociology.
9. Churchill. Housing. Sociology.

724. A comparative study of health services utilization in Thompson, Flin Flon, and The Pas
2. Center for Settlement Studies.
3. J.J. Stephens. J.S. Prideres, and one graduate student. 1970
5. Manitoba.
6. Faculty of Arts.
7-8. Sociology.
9. Flin Flon. Health. Medicine. Northern Manitoba. Social. The Pas. Thompson.

725. The interrelationship between social behaviour and the man-made physical environment in essential commercial services in four northern communities
2. Center for Settlement Studies.
3. M. Tobin. Graduate student. 1972
5. Manitoba.
6. School of Social Work.
8. Sociology.
9. Community. Environment. Northern Manitoba. Sociology.

WILDLIFE MANAGEMENT:

726. Thermoregulatory responses and adaptations in small mammals and distribution of mammalian hibernators in northern Manitoba
3. J.C. Rauch. 1972
5. Manitoba.
7. Zoology.
8. Wildlife Management.
9. Biology. Mammals. Northern Manitoba. Wildlife management.

727. Effect of heavy metal poisoning on ionic regulation in rainbow trout
3. J.W.T. Dandy. 1972
5. Manitoba.
7. Zoology.
8. Wildlife Management.
9. Biology. Fish. Northern Manitoba. Wildlife management.

728. Ecology of Muskox
3. W.O. Pruitt. 1970-1971
5. Manitoba.
7-8. Wildlife Management.
9. Ecology. Mammals. Wildlife management.

729. Ecology of the northern creek chub
3. J.E. Gee. 1970-1971
5. Manitoba.
7-8. Wildlife Management.
9. Ecology. Fish. Northern Manitoba. Wildlife management.

730. Population ecology of a Hudson Bay intertidal community
3. H. Green. 1970-1971
5. Manitoba.
7-8. Wildlife Management.
9. Ecology. Hudson Bay. Marine life. Wildlife management.

12. McGILL UNIVERSITY

12.1 SPECIAL PROJECTS

Committee on Northern Research and the Programme in the Anthropology of Development

The McGill Committee on Northern Research (Professor Brian Bird, Chairman) was formed in January 1964. Its membership consists of faculty drawn from nine academic disciplines including anthropology, engineering, geography, geology, linguistics, marine sciences, meteorology, physics, and zoology. Between 1964 and 1967 the Committee received four grants from the Department of Indian Affairs and Northern Development totalling $31,000. These funds were allocated by the Committee to faculty and graduate students from six different disciplines engaged in northern research and training. Keeping in mind the major purpose of the Northern Research Grants program, "... to encourage university research in the North and to assist in the training and education of northern scientists," approximately 70 per cent of the grants received have been allotted for the direct support and training of graduate students. Funds have been provided for research assistantships, traineeships in the field and at McGill, for travel, and for related expenses. The remaining 30 per cent of grants received has been used to strengthen northern library holdings, map collections and similar reference materials, assistance in support of visiting northern scholars to McGill, aid in publication of books and monographs dealing with the Canadian North, and travel to special meetings concerned with northern studies and research.

Funds allotted to graduate students have supported northern research and field training in glaciology (the McGill-Jacobsen Axel Heiberg Expedition), meteorology (Ice Field Ranges Project in the Yukon), marine sciences (Strait of Belle-Isle), geography (demographic, economic, and physical geographical studies), and in anthropology (economic, social, and political development studies).

With the formation of the McGill Committee, it was decided that preference in the awarding of grant funds should be given to the social sciences and humanities since support for physical and biological research and training is more readily available from other Canadian granting agencies. Following this principle, the major grant allotments (approximately two-thirds) have been awarded to faculty and researchers in geography and anthropology--the two social science-linked departments at McGill having strong staff interest and on-going field programmes in northern studies.

The McGill Department of Geography has traditionally had a strong interest in northern research, particularly the Canadian North. Since 1949, the department has awarded 57 Master's and 20 Doctorate degrees based on northern research topics. Due to the original orientation of faculty interest toward physical geographical studies and the difficulty of obtaining adequate funds for human geographical research, 80 per cent of all graduate degrees on northern subjects have been written in physical geography. Following the appointments of Professor Trevor Lloyd (1959) and Professor Donald Foote (1963) to the department, interest in human and economic geographical teaching and research was considerably expanded.

Graduate student research currently in progress in the department includes doctoral studies on utilization of harp seals on the Labrador coast, the west Greenland fishing industry, a computer simulation model for northern biological resource utilization, and in physical geography: geomorphology of northeastern Devon Island and northern Quebec, glacial erosion on the Barren Grounds, Northwest Territories, and mass movement in the Ogilvie Mountains in the Yukon. Eleven Master's studies are also currently underway on human and physical geographical problems.

Faculty research on northern studies includes eleven different topics ranging from glacial geomorphology and flow mechanics of ice, to systems analysis of resource utilization, Eskimo whale hunting ecology, northern Canadian regional economic planning, Canadian-Greenland relations from 1920 to 1950, and Newfoundland economic development contrasted with west and north Norway.

Specific allocations from NCRC grants have provided partial or full support of geography graduate student research on the following topics: the distribution and mapping of North American Eskimo populations; a study of the Labrador Moravians; a human geographical study of the Hamilton Inlet region; demographic, social, and economic surveys of changing Indian populations in north central Quebec; bibliographic research on Alaska; economic geography pertaining to single enterprise mining communities of Labrador-Ungava (with special emphasis on Schefferville); and a physical geographical study of relations between living organisms and their local physical environment in the sub-arctic zone. These latter two studies have been conducted in conjunction with the activities of the McGill Sub-Arctic Research Laboratory at Knob Lake in northern Quebec.

Funds allocated by the Committee on Northern Research to assist in the training and education of northern specialists have been used also to support anthropology graduate students at McGill. The need for anthropologists, skilled in cross-cultural understanding and able to conduct research on problems and policies of northern development is well recognized by government and private agencies engaged in these efforts. At the present time, the anthropological profession is simply unable to supply staff at a level required and may soon be unable to meet the need at any level.

Aware of this need, McGill has established the Programme in the Anthropology of Development, designed to prepare graduate students for research into the problems of planned socio-economic and political change being undertaken in the Canadian north and other developing areas. The following remarks will be limited to the northern studies phase of the Programme. Programme staff and advanced doctoral students also conduct research and provide short-term training and consultation for government and private agencies engaged in development efforts.

Beginning in 1965, a limited number of qualified anthropology students interested in northern problems have been accepted into the Programme and provided with specialized courses and supervised field training. As part of their academic requirements, all northern-oriented students enroll in seminars on the techniques of developmental change, research methods, and a seminar on problems of northern development. The techniques seminar deals specifically with problems of implementing planned change in such diverse fields as technical assistance, education, public health, community development, and local government. In the northern seminar, students focus attention on historical and contemporary problems of change and modernization and prepare and present a specific research proposal relating to their intended summer field work.

A vital aspect of the training Programme is the provision of supervised field research at the pre-dissertation level. During the first summer in the Programme all students are placed in ten to twelve week research internship. They may undertake studies relating to government or private sponsored development programmes, serve as research assistants in the Department of Sociology and Anthropology, partake in sponsored northern field projects, or undertake a field study of their own choosing.

Over the past two years, students have been engaged in research on such topics as geographic and occupational mobility of northern peoples, leadership and political development, economic integration and cultural autonomy, personal motivation and social change, the role of education in economic and social development, the impact of rapid change on personality adjustment and mental health, and disjunctions between development policy formulation and implementation.

By far the largest programme research project currently offering northern field assignments for selected students is the McGill-Cree Project. In 1965, the Mistassini-Waswanipi-Nemiscau Lake region of north central Quebec was chosen as the field site for a long-term study of socio-economic change and political development. The 1800 Cree Indians living in this area traditionally have been hunters and trappers, but fluctuating fur prices and rising economic aspirations have combined to force many Indians to consider the possibility of relocating to other population centres more conductive to their economic needs. With the recent influx of new mining towns, pulp mills, and service centres to the region, the Indians now have a good opportunity to participate in the economic development of the area. Government programmes are actively promoting vocational training, improved housing, increased educational facilities, and stimulating greater efforts toward community development and local self-government. The nature and quality of these economic, social and political development schemes, the factors influencing Indian involvement in them, and the social and psychological impact of this involvement of Indian life are three major points of reference for the study. Over the past two years, four Ph.D and eight M.A. students have participated in this research, based in part on NCRC grant funds (other funds for the research have been provided by Laval University's Centre D'Etudes Nordiques, and the Agricultural and Rural Development Administration).

Due to the recent implementation of the Programme on the Anthropology of Development, relatively few graduate students have as yet completed their studies and assumed government or academic positions. One student has become a Community Development Officer with the Indian Affairs Branch. Another is working with External Aid and a third is now teaching in a university. A fourth has become the field director for our northern training programme.

The Department of Indian Affairs and Northern Development has also arranged for one of its staff to take leave from the department for further graduate training in anthropology and in the Programme prior to his return to government service. We welcome similar arrangements in the future. It assists the individual on leave by providing him with greater opportunities to be exposed to new ideas which helps him increase his professional competence. Also it benefits the training aspects of the Programme by enabling our younger, less experienced students to learn directly the problems of development administration and implementation from those who have already been on the firing line. Needless to say, these remarks would hold for similar arrangements with other departments.

In conclusion, it is appropriate to raise the question: why should government departments support university training and research of the type discussed here? Who not use the limited funds available to strengthen intra-government demartmental programmes of a similar nature?

One reason is that most intra-government departmental research studies are more concerned with goal implementation than with goal-definition. The government investigator, focusing on problems of operational strategy, usually leaves the broader question of policy-making to others. Very often, it is the non-government researcher, less concerned with immediate pressures of problem-solving, and residing outside the system, who is freer to tackle the broader issues of policy formulation.

KEYWORDS: Northern Committee

McGill Sub-Arctic Research Laboratory

The McGill Sub-Arctic Research Laboratory was established by the Department of Geography, McGill University, at Schefferville (then Knob Lake) in 1955 to utilize the possibilities offered by the construction of the Quebec North Shore and Labrador railway into the heart of northern Quebec and Labrador. The Laboratory has been occupied continuously, both summer and winter, since that time. During the summer of 1971 more than 20 scientists and graduate assistants engaged in research in physical geography and ecology were in residence. In addition, to service research contracts dealing with seismic activity, lake-ice growth, and snow studies, in 1972 there are four main research programmes. All programmes are under the general supervision of the resident director, Dr. F.C. Nicholson, with detailed studies by faculty members and graduate students of the Departments of Biology and Geography. In addition to university financial support, funding is principally from the National Research Council, the Department of Education of the Province of Quebec, the northern research grant of the Department of Indian Affairs and Northern Development, and from private sources.

The principal research programs are:

1. The distribution and amelioration of permafrost near its southern boundary. Emphasis has been placed on the detection of permafrost, on its vertical range in and near ore bodies, and the possibility of reducing permafrost through modification of snow in the winter months. Considerable success has been achieved in these objectives and recent studies show a significant saving in cost of mining ores in permafrost areas of central Quebec, Labrador.

2. Distribution, water content, and melting of winter snow cover in sub-arctic eastern Canada with particular respect to the spring and summer runoff into hydrologic basins and its utilization for hydroelectric purposes. Work is concerned with the Churchill Falls power programme in Labrador. The possibility of extension into other hydroelectric projects elsewhere in the peninsula is being considered.

3. A detailed study of the hydrologic parameters in a representative sub-arctic basin for the International Hydrologic Decade. This study, in addition to the monitoring of precipitation and a runoff from the various lake bodies, is directly concerned with measurements of evaporation from the several types of terrain in the area.

4. The ecology of sub-arctic woodland with special reference to productivity studies and the disruption of the plant cover by man's activities during mining operations.

12.2 CLASSES

ANTHROPOLOGY:

731. Early Man in the New World
2. Full credit. Undergraduate. First term.
3. Ikawa-Smith. 1972-1973
5. McGill.
6. Arts.
7-8. Anthropology.
9. Anthropology. New World. Prehistory.

ECONOMICS:

732. Development of northern Quebec
2. Graduate. Both terms.
3. R.F. Salisbury. 1972
5. McGill.
6. Arts and Science.
7. Anthropology.
8. Economics.
9. Economics. Northern Quebec.

GEOGRAPHY:

733. Indigenous peoples of North America: a geographical and cultural approach
2. Survey of North American Indian and Eskimo cultures from ethnographic and ecological perspectives; emphasis upon Canadian Eskimo and Indian populations.
3. W. Kemp and P. Sindell. 1972-1973
5. McGill.
6. Arts.
7-8. Geography.
9. Culture. Eskimo. Geography. Indian.

734. The geography of the Arctic
2. Study of northern lands with particular reference to arctic Canada; physical evolution and special characteristics of northern areas; the human response to the environment; recent economic developments.
Full credit. Graduate.
3. T. Lloyd. W. Kemp. 1972-1973
5. McGill.
6. Graduate Studies.
7-8. Geography.
9. Arctic geography.

735. Regional geography of northern lands
2. Introduction to the study of lands north of the areas of continuous settlement including parts of Canada, Greenland, Iceland, U.S.S.R., Alaska, and related seas; comparative description of their physical characteristics, human and economic resources, territorial sovereignty, and future development.
Full credit. Undergraduate. Full session.
One geography class or consent of instructor.
3. T. Lloyd. 1972-1973
5. McGill.
6. Arts.
7-8. Geography.
9. Geography. Northern lands.

736. Historical geography of North America
2. Half credit. Undergraduate. Second term.
One geography class or consent of instructor.
3. 1972-1973
5. McGill.
6. Arts.
7-8. Geography.
9. Geography. History.

HISTORY:

737. The West in Canadian history
2. Full credit. Undergraduate. Full session.
3. J.H. Thompson. 1972-1973
5. McGill.
6. Arts.
7-8. History.
9. History. West.

LINGUISTICS:

738. Eskimo linguistics (structure of the language)
2. Graduate. Both terms.
3. C.D. Ellis. 1972-1973
5. McGill.
6. Arts and Science.
7-8. Linguistics.
9. Eskimo. Linguistics.

739. Comparative Algonkian
2. Graduate. Both terms.
3. C.D. Ellis. 1972-1973
5. McGill.
6. Arts and Science.
7-8. Linguistics.
9. Algonkian. Linguistics.

740. Indian languages of Canada
2. Undergraduate. Both terms.
3. C.D. Ellis. 1972-1973
5. McGill.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics.

12.3 RESEARCH

ANTHROPOLOGY:

741. Social impact of the James Bay Project, Quebec: an analysis of proposed plans and of existing institutions, and a feedback of the analysis to the James Bay Corporation, the Indians, and the public
2. Société de Developpement de la Baie James.
3. Richard F. Salisbury. 1964-1972
4. Montreal, James Bay region.
5. McGill.
6. Arts.
7-8. Anthropology.
9. Anthropology. Indian. James Bay. Sociology.

742. Education and identity conflict among Cree youth
2. Preliminary report.
3. R. Wintrob and P. Sindell. 1968
5. McGill.
6. Arts.
7-8. Anthropology.
9. Anthropology. Cree. Education. Psychology.

743. The changing world of the Cree
2. Natural History 76 (5):16-23.
3. Norman A. Chance.
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Cree. Sociology.

744. Some discontinuities in the enculturation of Mistassini Cree children
3. P.S. Sindell. 1968
5. McGill.
6. Arts.
7-8. Anthropology.
9. Cree. Enculturation. Mistassini.

745. Occupation and life style in two minority communities
3. A. Tanner. 1968
5. McGill.
6. Arts.
7-8. Anthropology.
9. Community. Minority. Sociology.

746. Fur-trading in the James Bay area
2. McGill project.
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Fur-trading. James Bay.

747. Study of northern man
3. Eric Gourdeau. 1972-1975
5. McGill.
7. Arctic Institute of North America.
8. Anthropology.
9. Anthropology.

748. Athabascans and economic change (Alaska and Yukon)
2. Ph.D. thesis.
3. Steve Strong. 1972
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Alaska. Athabascans. Yukon.

749. Ethnic relations in Whitehorse
2. Ph.D. thesis.
3. C. Lambert. 1972
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Ethnic relations. Sociology. Whitehorse.

750. Psychological and cultural impact of education on Mistassini Cree
2. Identify conflict among adolescent and problems of socialization.
3. Ron Wintrob. Peter Sindell. 1972
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Cree. Culture. Education. Mistassini. Psychology.

751. Chibougamau's organization and peoples
2. Ph.D. thesis.
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Chibougamau. Community planning.

752. Some aspects and problems of employment and education among the Eskimos of the Canadian North
2. Honours thesis.
3. C.E.L. Ommanney. 1963.
5. McGill.
6. Arts and Science.
8. Anthropology.
9. Education. Employment. Eskimo.

753. Clyde River (Baffin Island)
2. Carnegie Museum in Pittsburg. National Museum of Canada. Ph.D. thesis.
3. George Wenzel. 1971-1972
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Baffin Island. Clyde River.

754. Traditional economic systems in Eskimo societies
3. Bill Kemp. 1972
5. McGill.
6. Arts and Science.
7. Geography.
8. Anthropology.
9. Economics. Eskimo. Sociology.

755. Small village adaptation
3. Bill Kemp. 1972
5. McGill.
6. Arts and Science.
7. Geography.
8. Anthropology.
9. Anthropology. Community. Sociology.

756. The social organization of the Waswanipi Cree Indians
2. Mimeographed, 71 pp. Project Document. McGill Cree Project.
3. Bernard Bernier. 1967
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Cree. Waswanipi. Indian. Sociology.

757. How Mistassini and Waswanipi Indians are getting along doing White work
2. (Report of economic findings.) Mimeographed, 3 pp. Also in Cree Syllabics. Mimeographed, 3 pp.
3. Ignatius E. LaRusic. 1969
5. McGill.
6. Arts and Science.
7. Programme in the Anthropology of Development.
8. Anthropology.
9. Anthropology. Cree. Mistassini. Indian. Sociology. Waswanipi.

758. Modernization among town and bush Cree
2. Annex 1, Final Report of the McGill Cree Project. ARDA Project No. 34002.
3. David E.W. Holden. 1968
5. McGill.
6. Arts and Science.
7. Rural Development Branch, Department of Forestry and Rural Development.
8. Anthropology.
9. Anthropology. Sociology.

759. Mistassini hunters of the boreal forest
2. Ecosystem dynamics and multiple subsistence patterns. M.A. thesis.
3. Harvey A. Feit. 1969
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Boreal Forest. Cree. Hunting. Mistassini.

760. Towards ecology of the Mistassini and Waswanipi Indians
2. Mimeographed, 23 pp. Project Document, McGill Cree Project.
3. Harvey A. Feit. 1967
5. McGill.
6. Arts and Science.
7. Programme in the Anthropology of Development.
8. Anthropology.
9. Cree. Ecology. Mistassini. Waswanipi.

761. The White man's policy and what the Indian can do about it
2. (Report of research findings and recommendations.) Mimeographed, 3 pp. Also in Cree syllabics. Mimeographed, 8 pp.
3. Norman A. Chance. 1969
5. McGill.
6. Arts and Science.
7. Programme in the Anthropology of Development.
8. Anthropology.
9. Cree. Indian. Political science.

762. [illegible] [illegible]: [illegible] encounters between Mistassini Cree Indians and French-Canadian middlemen
2. M.A. thesis.
3. Judith [illegible] Smith. 1971
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Cree. Mistassini. Sociology.

763. Cross-cultural education in the North and its implications for personal identity: the Canadian case
2. Prepared for "Cross cultural education in the North," an international conference sponsored by the Arctic Institute of North America and the University of Alaska. Montreal, August, 1969.
3. P. Sindell and Ronald M. Wintrob. 1969
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Cross-cultural education. North. Psychology. Sociology.

764. How going away to school changes children
2. (Report of findings on education.) Mimeographed, [illegible] pp. Also in Cree syllabics. Mimeographed, 7 pp.
3. P.S. Sindell. 1969
5. McGill.
6. Arts and Science.
7. Programme in the Anthropology of Development.
8. Anthropology.
9. Cree. Education. Sociology.

765. Etude des orientations de valeurs parmi les indiens Mistassini du Québec
2. Miméographie, 52 ff. (Incluant une appendice contenant le questionnaire.) Rapport de recherche no. 1, Etude du développement communautaire chez les Cris.
3. Roger Pothier and Norman A. Chance. 1966
5. McGill.
6. Arts and Science.
7. Programme des études anthropologiques du développement.
8. Anthropology.
9. Anthropologie. Cris. Mistassini. Québec.

766. Culture change and psychopathology: the case of Cree adolescent students in Quebec
2. Revised version of paper presented at the Annual Meeting of the Canadian Psychiatric Association, Toronto, June 1969. Mimeographed, 18 pp.
3. R.M. Wintrob and P.S. Sindell.
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Cree. Culture. Education. Psychology. Quebec. Sociologie.

767. Rapid socio-cultural change and student mental health: a cross-cultural comparison
2. Part 1. McGill Journal of Education 4(2): 184-188. Part 2, 5(1):56-64.
3. R.M. Wintrob. 1967-1970
5. McGill.
6. Arts and Science.
7-8. Anthropology.
9. Culture. Education. Mental health. Sociology.

768. Etude du développement communautaire chez les Cris
2. Rapport de recherche le 30 novembre 1966. Mimeographie, 54 ff. et carte, photographes et annexe. L'annexe est le "Cree Culture Change Questionnaire."
3. Norman A. Chance. 1966
5. McGill.
6. Arts and Science.
7-8. Anthropologie.
9. Anthropologie. Cri. Vie communautaire. Sociologie.

769. Le changement économique chez les indiens Cris de Waswanipi
3. Marcel Samson. 1966
5. McGill.
6. Arts and Science.
. Programme des études anthropologiques du développement.
8. Anthropologie.
9. Economie politique. Cris. Indian. Waswanipi.

770. Igloolik: modern village adaptation
2. Canada Council.
Ph.D. thesis. Part of I.B.P. Program.
3. Jocelyn Kharusi. 1971
5. McGill.
7-8. Anthropology.
9. Anthropology. Community. Igloolik.

ARCHAEOLOGY:

771. Eskimo archaeology
3. Bill Kemp. 1972
5. McGill.
6. Arts and Science.
7. Geography.
8. Archaeology.
9. Archaeology. Eskimo.

COMMERCE AND ECONOMICS:

772. Development and James Bay socio-economic implications of the proposals for the hydro-electric sphere
  2. James Bay Development Corporation.
  3. Richard F. Salisbury. Fernaud Filion. Farida Rawji. Donald A. Stewart.
  5. McGill.
  6. Arts and Science.
  7. Sociology/Anthropology.
  8. Economics.
  9. Economics. James Bay. Sociology.

773. Economic problems facing the Cree
  3. Guy Larusic. 1972
  5. McGill.
  6. Arts and Science.
  7. Anthropology.
  8. Economics.
  9. Cree. Economics.

774. Economic basis and resource use of the Coppermine-Holman region, Northwest Territories
  2. M.A. thesis.
  3. P.J. Usher. 1965
  5. McGill.
  6. Arts and Science.
  7. Geography.
  8. Economics.
  9. Coppermine. Economics. Holman. Northwest Territories.

775. Cultural economic history of Pangnirtung
  2. Ph.D. thesis.
  3. Greg Mayes.
  5. McGill.
  6. Arts and Science.
  7-8. Economics.
  9. Culture. Economics. History. Pangnirtung.

776. Territoriality in the North (relationship between man and resources)
  2. Ph.D. thesis.
  5. McGill.
  6. Arts and Science.
  7-8. Economics.
  9. Economics. Resources.

777. Exploration and resource utilization in northwestern arctic Alaska before 1855
  2. Ph.D. thesis.
  3. D.C. Foote. 1965
  5. McGill.
  6. Arts and Science.
  7. Geography.
  8. Economics.
  9. Alaska. Economics. Exploration. Resources.

778. Regional and economic development of southern Baffin Island
  2. Honours thesis.
  3. Tore Badenduck. 1967
  5. McGill.
  6. Arts and Science.
  7. Geography.
  8. Economics.
  9. Baffin Island. Economics.

COMMUNICATIONS:

779. Transportation networks, accessibility and urban functions: an empirical and theoretical analysis
  2. Ph.D. thesis.
  3. C.C. Kissling. 1967
  5. McGill.
  6. Arts and Science.
  8. Communications.
  9. Transportation.

780. The role of air transport in northern Canada
  2. Honours thesis.
  3. Richard J. Green. 1966
  5. McGill.
  6. Arts and Science.
  7. Geography.
  8. Communication.
  9. Transportation.

781. The role of aviation in the Queen Elizabeth Islands
  2. Honours thesis.
  3. W.R. Anderson. 1967
  5. McGill.
  6. Arts and Science.
  7. Geography.
  8. Communication.
  9. Queen Elizabeth Islands. Transportation.

COMMUNITY PLANNING:

782. Urbanization of native peoples
  2. Northern Science Research Group. Department of Indian Affairs and Northern Development.
  3. Carmen Lambert. 1970-1971
  4. Whitehorse, Yukon Territory.
  5. McGill.
  8. Community Planning.
  9. Community. Indian. Eskimo. Urbanization.

EDUCATION:

783. Reports of conference on cross-cultural education in the North
  3. Arctic Institute of North America. 1969
  4. Montreal.
  5. McGill.
  6. Arts and Science.
  7. Anthropology.
  8. Education.
  9. Education.

784. Education and identity conflict among Cree youth
  3. R.M. Wintrob. P.S. Sindell. 1968
  5. McGill.
  6. Department of Forestry and Rural Development.
  8. Education.
  9. Cree. Education. Psychology.

785. Teacher training program
  3. J. McArthur. 1972
  5. McGill.
  6. Faculty of Education.
  8. Education.
  9. Education. Teacher training.

ENVIRONMENTAL STUDIES:

786. The water budget of the Knob Lake area: a hydrological study in central Labrador-Ungava
2. M.Sc. thesis.
3. B.P. Findlay. 1966
5. McGill.
6. Arts and Science.
7. Geography.
8. Environmental Studies.
9. Hydrology. Knob Lake.

787. The post-Champlain evolution of the drainage pattern of the Montreal lowland
2. Ph.D. thesis.
3. J.C. MacPherson. 1966
5. McGill.
6. Arts and Science.
7. Geography.
8. Environmental Studies.
9. Geomorphology. Montreal lowland.

788. The Inugsuin Glacier: a mass budget study
2. M.Sc. thesis.
3. Bridge. 1966
5. McGill.
6. Arts and Science.
7. Geography.
8. Environmental Studies.
9. Glaciology. Inugsuin Glacier.

789. The flow of energy in a hunting society
3. Bill Kemp. 1972
5. McGill.
6. Arts and Science.
7. Geography.
8. Environmental Studies.
9. Ecology. Hunting.

GEOGRAPHY:

790. Air-sea-ice- interaction
3. S. Orvig. 1970
5. McGill.
7. Marine Sciences Centre.
8. Geography.
9. Climatology.

791. Ice drift research
3. E.R. Pounder and Johannessen. 1970
4. Gulf of St. Lawrence.
5. McGill.
7. Marine Sciences Centre.
8. Geography.
9. Sea-ice.

792. Climates of polar regions
3. S. Orvig. 1970
5. McGill.
7. Marine Sciences Centre.
8. Geography.
9. Climatology.

793. The role of the polar bear in traditional and modern Eskimo society
2. Honours thesis.
3. Frank W. Remiggi. 1972
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Anthropology. Eskimo. Hunting. Mammals.

794. L'Aménagement des villes à industrie extractive du Subarctique
2. M.A. thesis.
3. J.C. Langlois. 1957-1958
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Communauté. Commerce.

795. Mining activities in Labrador-Ungava
2. M.A. thesis.
3. G. Humphrys. 1958-1959
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Labrador-Ungava. Mining.

796. Sept-Iles: Canada's newest seaport
2. M.A. thesis.
3. G.H. Michie. 1956-1957
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Sept-Iles. Transportation.

797. Weather systems and precipitation characteristics over the Arctic
2. M.Sc. thesis.
3. S. Fogarasi. 1971
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Climatology.

798. The hunting pattern of the Igluligmiut with emphasis on the marine mammals
2. M.A. thesis.
3. P.H. Beaubier. 1971
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Eskimo. Igluligmiut. Hunting. Mammals.

799. Seal avoidance behaviour in response to Eskimo hunting (in northern Foxe Basin, 1969)
2. M.Sc. thesis.
3. M.J. Bradley. 1970
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Eskimo. Foxe Basin. Hunting. Mammals.

800. Human geographical study of the hunting economy of Cumberland Sound, Baffin Island, Northwest Territories
2. M.A. thesis.
3. A.A. Haller. 1967
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Baffin Island. Cumberland Sound. Hunting.

801. A study of the synoptic climatology of Baffin Island, Northwest Territories
2. M.Sc. thesis.
3. B.A. Coulcher. 1968
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Baffin Island. Climatology.

802. The iron mining communities of Quebec-Labrador: a study of a resource frontier
2. M.A. thesis.
3. K.D. Hilton. 1968
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Community. Labrador. Mining. Quebec.

803. The evolution of Frobisher Bay as a major settlement in the Canadian eastern Arctic
2. M.A. thesis.
3. S.K. MacBain. 1970
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Community. Frobisher Bay.

804. Population distribution and movement in Coastal Labrador, 1950-1966
2. M.A. thesis.
3. A.P. Dyke. 1968
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Demography. Labrador.

805. Moosonee and Moose Factory, Ontario: an analysis of functions and relationships
2. Honours thesis.
3. Tamara Angela De-Vreeze. 1966
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Community. Moose Factory. Moosonee.

806. Ecology of the Coppermine Region
2. Honours thesis.
3. Michele Snyder. 1971
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Ecology. Coppermine.

807. Canada-Greenland relations, 1920-1950
2. Canada Council.
3. Trevor Lloyd. 1969
4. Montreal.
5. McGill.
6. Arts and Science.
7-8. Geography.
9. Greenland. Political science.

808. The Living Arctic
2. A filmstrip learning kit. Suitable for both primary and secondary grades, contains five filmstrips and a teaching guide, plus maps, photos, and other printed material. The strips, available with or without captions, are: The physical setting, The Eskimo heritage, White men in the Arctic, Patterns of life, and The New North.
Marlin Motion Picture. The Arctic Institute of North America. The Canadian Association of Geographers.
3. Trevor Lloyd. 1972
5. McGill.
7-8. Geography.
9. Filmstrip.

HEALTH SCIENCES:

809. Nutrition in eastern Arctic Eskimo and eastern Cree Indians
3. Bill Kemp. 1972
5. McGill.
6. Arts and Science.
7. Geography.
8. Health Sciences.
9. Cree. Eskimo. Health. Indian. Nutrition.

HISTORY:

810. Migratory history of Igloolik Eskimo
2. M.A. thesis.
5. McGill.
6. Arts and Science.
7. Geography.
8. History.
9. Anthropology. Eskimo. History. Igloolik.

INTER- AND MULTIDISCIPLINARY:

811. North Water Project
3. M.J. Dunbar. G. Tidworsh. R. Buchanan. 1970
5. McGill.
7. Marine Sciences Center.
8. Multidisciplinary.
9. North Water. Ocean.

LINGUISTICS

812. Literacy programmes in indigenous languages of the Americas
3. Rose-Marie Weber. 1972
5. McGill.
6. Arts.
7-8. Linguistics.
9. Linguistics.

813. The Mistassini Cree verb: derivational morphology
2. M.A. thesis.
3. Margaret MacKenzie. 1971
5. McGill.
6. Arts and Science.
7. Programme in the Anthropology of Development.
8. Linguistics.
9. Cree. Linguistics. Mistassini.

814. Cree legends, with translation, grammatical and cultural notes: lexicon
3. Douglas C. Ellis. 1972
5. McGill.
6. Arts.
7-8. Linguistics.
9. Cree. Linguistics.

815. Descriptive grammar of Swamp Cree
3. Douglas C. Ellis. 1972
5. McGill.
6. Arts.
7-8. Linguistics.
9. Cree. Linguistics.

816. Phonology of Arapaho (Western Algonquian)
2. Ph.D. thesis. Graduate student.
3. Marc Picard. 1972
5. McGill.
6. Arts and Science.
7-8. Linguistics.
9. Algonquian. Arapaho. Linguistics.

817. Cree (analysis of Cree, supplement to the text of Spoken Cree, Part I)
   3. C.D. Ellis. 1972-1973
   5. McGill.
   6. Arts and Science.
   7-8. Linguistics.
   9. Cree. Linguistics.

818. Mohawk
   3. Pierrette Glen. Graduate student. 1972-1973
   5. McGill.
   6. Arts and Science.
   7-8. Linguistics.
   9. Linguistics. Mohawk.

WILDLIFE MANAGEMENT:

819. Ringed seal population study
   3. T.G. Smith. 1966-1970
   5. McGill.
   7. Marine Sciences Center.
   8. Environmental Studies.
   9. Mammals. Sea.

820. On the fishery potential of the sea waters of the Canadian North
   2. Arctic, 23 (3):150-174.
   3. M.J. Dunbar. 1970
   5. McGill.
   7. Marine Sciences Center.
   8. Environmental Studies.
   9. Fishing. Ocean.

SOCIOLOGY:

821. Changing role of women in Fort Rae
   2. M.A. thesis.
   3. J. Ryne. 1972
   5. McGill.
   6. Arts and Science.
   7. Anthropology.
   8. Sociology.
   9. Fort Rae. Sociology.

822. Rapid socio-cultural change and student mental health: a cross-cultural comparison
   3. R.M. Wintrob. 1968
   5. McGill.
   6. Arts.
   7-8. Sociology.
   9. Cross-cultural. Mental health. Sociology.

823. The New Auchimau: a study of patron-client relations among the Waswanipi Cree
   2. M.A. thesis.
   3. I.E. LaRusic. 1968
   5. McGill.
   6. Arts.
   7-8. Sociology.
   9. Auchimau. Commerce. Cree. Sociology. Waswanipi.

13. McMASTER UNIVERSITY

13.1 SPECIAL PROJECTS

Medical Care in North Ontario

Medical care in northwestern Ontario is being increased through a team effort by McMaster University, local doctors, and the Ontario Government reported the Toronto Globe and Mail of 11 September 1972.

Eventually 30 medical students and residents, as well as nursing students, will be rotating through the project in two- to three-month courses at Thunder Bay, Ignace, Dryden, and Atikokan. Later, outposts will also be established at Central Patricia, Savant Lake, and Valora.

Teaching, mainly in family practice, will be carried out exclusively by doctors from the north, who will take courses at McMaster University and will be given part-time faculty appointments. The medical school will continuously review the program.

The Ontario Ministry of Health put nearly $150,000 into the program, which is aimed at giving students experience in a setting different from that provided by a university medical centre but one where they can also make a much-needed contribution in medical service. It is also hoped that some may enjoy the experience enough to wish to return there to practice when they finish their training. One resident has already expressed an interest in doing so.

The link with the medical school through the joint teaching program can also help doctors practising in the north to keep in touch with the latest medical developments.

It is expected that by 1976-1977 about 44 residents and 32 medical students per year will be taking the course in northwestern Ontario.

Residents--doctors taking postgraduate study--will go to the Lakehead area for three months and final-year medical students for two. Students in the university's degree nursing course will rotate through the north as part of their final year of training.

Nurse-practitioners will increasingly be employed as staff in the various centres, as more graduate from the McMaster program. They receive additional training in medicine and obstetrics to let them perform under medical supervision, some tasks usually done by a doctor.

Thunder Bay is the base of operations. Family doctors and specialists in the two existing group practices there form the teaching faculty. Dryden also has two mixed groups whose members will teach general practice and some of the specialists. Elsewhere the stress will be on family practice.

Until now Ignace has had no medical services. A doctor and a nurse-practitioner, provided through McMaster University, will work there on direct salary, aided by a public health nurse from the local health unit. Another nurse-practitioner will join them as soon as possible.

Nurses from the North are being encouraged to take the McMaster nurse-practitioner course, so that they can return home trained to carry out wider functions.

Two residents already are working at Dryden and others will begin rotating through Atikokan, which has three family doctors.

The proposed health stations at Central Patricia, Savant Lake, and Valora would be staffed by full-time nurse-practitioners, with medical residents, rotating through the stations. These settlements are mining centres, with a fairly large Indian population in the surrounding area.

Local doctors will take refresher courses at McMaster and university faculty members will visit the area regularly but will not teach. All the teaching will be done by doctors from the area.

The Ministry of Health, which is committed to aiding the program for three to five years, will pay for renovation of suitable buildings, provision of books, audio-visual and other teaching equipment, travel expenses for students and doctors taking courses at McMaster, and for accommodation of students in the North. Transportation for house calls in some areas will also be paid for.

McMaster University hopes, as soon as possible, to turn over operation of the centres to local community groups, but will retain control over the teaching program, closely monitoring the progress of each student.

Ignace has had a community board for some time, which has been trying to get medical services for the area. From the core medical program, it hopes to gradually broaden the services to include social services. This might be achieved by directly employing social workers or similar staff, by closer liaison with existing social agencies or by attaching workers from these agencies to the centre.

If this occurred, the centres would more closely resemble community health centres of the type recommended by the Hastings Report submitted to the federal and provincial health ministers.

KEYWORDS: Social Service

Presidential Committee on Northern Studies

A Presidential Committee on Northern Studies at McMaster University was formally established in January 1973, to encourage and facilitate northern studies within the university and to provide a means of communication between faculty members with interests in this area. The Committee is cross-disciplinary and consists of:

- Dr. W. James, Department of Civil Engineering
- Dr. K.A. Kershaw, Department of Biology
- Dr. R.J. Preston, Department of Sociology and Anthropology
- Dr. S.B. McCann, Department of Geography.

Though the Committee is only newly formed there is a strong ongoing program of research on northern problems in various departments of the university. Several members of the faculty have a firm commitment of research in northern Canada, and have undertaken individual and joint projects, involving the training of graduate students, over the past six years.

KEYWORDS: Northern Committee

13.2 CLASSES

ANTHROPOLOGY:

824. Introduction to anthropology: peoples of North America
  7. General introduction to the study of human culture in all its aspects. Examples and illustrations drawn largely from the cultures of the native peoples of North America.
  Half credit. Undergraduate. First term.
  3. 1972-1973
  5. McMaster
  6. Engineering.
  7-8. Anthropology.
  9. Anthropology.

825. Ethnology: North America
  7. A comparative ethnological survey of selected societies in this region.
  Full credit. Undergraduate. First and second terms.
  Two anthropology classes or consent of instructor.
  3. 1972-1973
  5. McMaster.
  6. Arts and Science.
  7-8. Anthropology.
  9. Anthropology. Ethnology.

826. Ethnology: the Canadian North
  7. A comparative ethnological survey of selected societies in this region.
  Half credit. Undergraduate. Second term and evening session.
  3. M. Freeman. 1972-1973
  5. McMaster.
  6. Arts and Science.
  7-8. Anthropology.
  9. Anthropology. Ethnology.

SOCIOLOGY:

827. Racial and ethnic group relations
  7. The course will deal primarily with the study of racial and ethnic group relations in Canada and the United States.
  Full credit. Undergraduate. First and second terms.
  One sociology class or consent of instructor.
  3. 1972-1973
  5. McMaster.
  6. Arts and Science.
  7-8. Sociology.
  9. Ethnology. Race relations.

828. Area ethnology: northern studies
  2. Full credit. Graduate.
  3. Edward S. Rogers. 1972
  5. McMaster.
  6. Graduate Studies
  7-8. Sociology.
  9. Ethnology. Sociology.

13.3 RESEARCH

ANTHROPOLOGY:

829. Iglulingmiut kinship and local groupings: a structural approach
  3. David Damas. 1963
  5. McMaster.
  6. Arts and Science.
  7-8. Anthropology.
  9. Anthropology. Eskimo. Kinship.

830. Diversity in white-Eskimo leadership interaction
  3. D. Damas. 1966
  5. McMaster.
  6. Arts.
  7-8. Anthropology.
  9. Eskimo. Race relationships.

831 The diversity of Eskimo societies
  3. David Damas. 1968
  5. McMaster.
  6. Arts and Science.
  7-8. Anthropology.
  9. Eskimo. Sociology.

832. Characteristics of Central Eskimo band structure
  3. David Damas. 1969
  5. McMaster.
  6. Arts and Science.
  7-8. Anthropology.
  9. Eskimo. Sociology.

833. Environment, history and Central Eskimo society
  2. Ecological Essays, p. 40-66.
  3. David Damas. 1969
  5. McMaster.
  6. Arts and Science.
  7-8. Anthropology.
  9. Environment. Eskimo. History. Sociology.

834. Hand book of North American Indians
  2. At present editing the Arctic volumes of the new edition.
  3. David Damas. 1972
  5. McMaster.
  6. Arts.
  7-8. Anthropology.
  9. Anthropology. Eskimo. Indian.

835. Ojibway Indians
  3. R. Landes.
  5. McMaster.
  6. Arts and Science.
  7-8. Anthropology.
  9. Indian. Ojibwa.

836. Late prehistoric Barren Lands surveys
  3. William Charles Noble. 1972
  5. McMaster.
  6. Arts and Science.
  7-8. Anthropology.
  9. Archaeology. Barren lands. Prehistory.

837. Personality and adaptation of personality among Indians
3. R. Preston. 1972
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Indian. Psychology. Sociology.

838. Cree mythology and ideology
3. R. Preston. 1972
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Cree. Mythology.

839. Study of academic success among Cree students
2. Department of Education.
3. R. Preston.
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Cree. Education.

840. Ojibwa culture: the traditional culture history
2. Kenora, University of Manitoba Press, p. 32-44.
3. Edward S. Rogers. 1967
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Culture. History. Ojibwa.

841. Resource use by Cree Indians on the east coast of James Bay
3. E.S. Rogers. R.J. Preston. 1973
5. McMaster.
6. Arts and Science.
7. Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Cree. Indian. James Bay. Resources.

842. Mistassini
2. Dictionary of Canadian biography. University of Toronto Press, Vol. II, p. XXIV, Toronto.
3. Edward S. Rogers. 1969
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Cree. Indian. Mistassini.

843. The material culture of Mistassini
2. National Museum of Canada, bulletin 218.
3. Edward S. Rogers. 1967
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Cree. Culture. Indian. Mistassini.

844. Indian farmers of Parry Island
2. Royal Ontario Museum, University of Toronto. Varsity Graduate Vol. 1, no. 10.
3. Edward S. Rogers. 1967
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Indian. Parry Island.

845. The Naskapi
2. The Beaver, p. 40-43.
3. Edward S. Rogers. 1969
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian. Naskapi.

846. Natural environment-social organization-witchcraft: Cree versus Ojibwa--a test case
2. Contributions to anthropology: Ecological essays. National Museums of Canada, bulletin 230. Paper no. 3.
3. Edward S. Rogers. 1969
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Cree. Environment. Indian. Ojibwa. Sociology.

847. Band organization among the Indians of eastern sub-arctic Canada
2. Contribution to anthropology, National Museum of Canada, bulletin 228.
3. Edward S. Rogers. 1969
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Eastern sub-arctic. Indian.

848. Indians of Canada
2. Clarke, Irwin, and Company Ltd. Jackdaw No. C16.
3. Edward S. Rogers. 1969
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Indian.

849. Mistassini Cree
2. The Beaver, p. 22-25.
3. Edward S. Rogers. 1970
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Cree. Mistassini.

850. Iroquoians of the Eastern Woodlands
2. Teaching Manual; Royal Ontario Museum, in association with the National Film Board of Canada.
3. Edward S. Rogers. 1970
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Eastern Woodlands. Iroquoians.

851. Indians of the sub-arctic
2. Teaching Manual; Royal Ontario Museum, in association with the National Film Board of Canada.
3. Edward S. Rogers. 1970
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Indian. Sub-arctic.

852. Algonkians of the Eastern Woodlands
2. Teaching Manual; Royal Ontario Museum, in association with the National Film Board of Canada.
3. Edward S. Rogers. 1970
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Algonkian. Eastern Woodlands. Indian.

853. James Bay Hydro Project
3. Edward S. Rogers. 1972
4. James Bay.
5. McMaster.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian. James Bay. Northern development.

854. Social organization of eastern Algonkians
   3. Edward S. Rogers.
   5. McMaster.
   6. Arts and Science.
   7-8. Anthropology.
   9. Eastern Algonkian. Social organization.

855. Eastern Kutchin warfare
   2. Study of this Athapaskan group's feuding with Eskimos at the time of European contact. Based on field work done mainly among the Peel River Band.
   3. Richard Slobodin. 1960
   5. McMaster.
   7-8. Anthropology.
   9. Eskimo. Indian. Kutchin. Peel River.

856. Band organization of the Peel River Kutchin
   2. Ethnographic study of this northerly Athapaskan speaking group.
   3. Richard Slobodin. 1962
   5. McMaster.
   6. Arts and Science.
   7-8. Anthropology.
   9. Indian. Kutchin. Peel River.

857. The Dawson Boys: Peel River Indians and the Klondike gold rush
   2. Describes generally favourable effects of the 1898 gold rush on the Tetlit Kutchin (Peel River Indians).
   3. Richard Slobodin. 1963
   5. McMaster.
   6. Arts and Science.
   7-8. Anthropology.
   9. History. Indian. Klondike. Peel River. Sociology.

858. The sub-arctic Métis as products and agents of culture contact
   2. The changing status and role of the Métis, whose existence is a consequence of culture contact and who have also acted as "middlemen" in the diffusion of elements of western civilization to the Eskimos and Indians, and it seems that a convergence towards Métis culture is taking place on the part of Indians, Eskimos, and lower-class whites in the North.
   3. Richard Slobodin. 1964
   5. McMaster.
   6. Arts and Science.
   7-8. Anthropology.
   9. Culture. Sub-arctic. Metis. Sociology.

859. Ethnohistory of the people of the northwestern Mackenzie area
   3. Richard Slobodin.
   5. McMaster.
   6. Arts and Science.
   7-8. Anthropology.
   9. Indian. Mackenzie.

860. The chief is a man
   2. The Western Canadian Journal of Anthropology. Vol. 2, No. 3.
   3. Richard Slobodin.
   5. McMaster.
   6. Arts and Science.
   7-8. Anthropology.
   9. Anthropology. Indian. Sociology.

861. Kutchin polyandry and the culture of poverty
   2. Discussion of the eastern Kutchin of the Mackenzie River drainage: their use of pre-existing cultural traits, e.g. polyandry, to adjust to the conditions of poverty in which they now find themselves.
   3. Richard Slobodin. 1964
   5. McMaster.
   6. Arts and Science.
   7-8. Anthropology.
   9. Anthropology. Kutchin. Mackenzie.

862. Métis of the Mackenzie District
   2. Description and analysis of the Mackenzie District Métis: the family, kinship, occupations, education, external relations, identity, and regional distinctions, based, in part, on data from Aklavik and Inuvik.
   3. Richard Slobodin. 1966
   5. McMaster.
   6. Arts and Science.
   7-8. Anthropology.
   9. Mackenzie. Métis.

863. The Métis of northern Canada
   2. In the Blending of Races: Marginality and Identity in World Perspective, edited by Drs. Noel P. Gist and Anthony G. Dworkin. Copyright 1972, by John Wiley and Sons, Ltd.
   3. Richard Slobodin. 1972
   5. McMaster.
   6. Arts and Science.
   7-8. Anthropology.
   9. Metis.

ART:

864. Colouring book, "Canadian Indians"
   2. Swan Publishing Company.
   3. Edward S. Rogers. 1967
   5. McMaster.
   6. Arts and Science.
   7. Anthropology.
   8. Art.
   9. Art. Indian.

COMMERCE AND ECONOMICS:

865. A cursory examination of the fur returns from three Indian bands of northern Ontario, 1950-1964
   2. Research Report no. 75, Department of Lands and Forest.
   3. Edward S. Rogers. 1966.
   5. McMaster.
   7-8. Economics.
   9. Economics. Fur-trade. Indian. Northern Ontario.

ENGINEERING:

866. Distribution and properties of arctic terrain relative to mobility problems
   3. N.E. Wilson. 1973
   5. McMaster.
   6. Arts and Science.
   7. Civil Engineering.
   8. Engineering.
   9. Engineering. Soil mechanics. Transportation.

867. Transportation and its relation to recreation development in the Far North
   3. F.L. Hall. 1973
   5. McMaster.
   6. Arts and Science.
   7. Geography.
   8. Engineering.
   9. Engineering. Recreation. Transportation.

ENVIRONMENTAL STUDIES:

868. Radiation, heat and water balances at various sites on the Hudson Bay Lowlands
   3. W.R. Rouse. 1973
   5. McMaster.
   6. Arts and Science.
   7. Geography.
   8. Environmental Studies.
   9. Hudson Bay Lowlands. Meteorology.

869. Hydrological Investigations in southcentral Ellesmere Island and Cornwallis Island, Northwest Territories
   3. B.B. McCann. 1973
   5. McMaster.
   6. Arts and Science.
   7. Geography.
   8. Environmental Studies.
   9. Cornwallis Island. Ellesmere Island. Hydrology.

870. Plant ecology of arctic raised beach systems and their relationship to micro-climate
   3. K. Kershaw. 1973
   5. McMaster.
   6. Arts and Science.
   7. Biology.
   8. Environmental Studies.
   9. Climatology. Ecology. Plants.

871. Micromorphology of soils and recent deposits in erodible locations in the High Arctic
   3. B.T. Bunting. 1973
   5. McMaster.
   6. Arts and Science.
   7. Geography.
   8. Environmental Studies.
   9. High Arctic. Soils.

GEOLOGY:

872. The geomorphology of South Nahanni National Park and of the Nahanni North Karst, Northwest Territories
   3. D.C. Ford. 1973
   5. McMaster.
   6. Arts and Science.
   7. Geography.
   8. Geology.
   9. Geomorphology. Nahanni.

GEOGRAPHY:

873. The effects of vehicle tracks on High Arctic terrain
   2. Defence Research Board.
   3. P.J. Howarth. 1972
   4. Near Resolute Bay, Cornwallis Island, Northwest Territories
   5. McMaster.
   6. Arts.
   7-8. Geography.
   9. Environment. High Arctic. Transportation.

874. Physical geography
   2. Members of the Department have carried out research projects in the Canadian Arctic since 1967, working in the first year in the Resolute Bay area of Cornwallis Island and in subsequent years in the Radstock Bay area of southwest Devon Island. Studies have been undertaken in microclimatology, soil genesis, shoreline characteristics, slope development, hydrology, photogrammetry.
   McMaster University. National Research Council. Defence Research Board. National Advisory Committee on Geographical Research.
   3. Members of the Department. 1972
   5. McMaster.
   6. Arts and Science.
   7-8. Geography.
   9. Climatology. Cornwallis Island. Geomorphology. Soils.

HISTORY:

875. Historical factors
   2. Contributions to anthropology: Ecological essays. National Museum of Canada, bulletin 230. Paper no. 12.
   3. Edward S. Rogers. 1969
   5. McMaster.
   6. Arts and Science.
   7. Anthropology.
   8. History.
   9. History.

LITERATURE:

876. The Stolen Girls
   2. Kutchin Indian stories of girls stolen on raids by Mackenzie Eskimos.
   3. Richard Slobodin. 1963
   5. McMaster.
   6. Arts and Science.
   7. Anthropology.
   8. Literature.
   9. Eskimo. Indian. Kutchin. Literature.

RELIGIOUS STUDIES:

877. Analysis of textual material for description and study of Kutchin religion
   3. Richard Slobodin. 1972
   5. McMaster.
   6. Arts and Science.
   7. Anthropology.
   8. Religious Studies.
   9. Indian. Kutchin. Religion.

SOCIOLOGY:

878. Some social functions of Kutchin anxiety
   2. Study of the emotional stresses characteristic of this Peel River Group. Their fear of solitude and of the sole survivor of an accident, and the behaviour by and toward such an individual is discussed. The anxiety pattern is considered a reinforcement of social cohesion.
   3. Richard Slobodin. 1960
   5. McMaster.
   6. Arts and Science.
   7. Anthropology.
   8. Sociology.
   9. Indian. Kutchin. Peel River. Psychology. Sociology.

14. MEMORIAL UNIVERSITY

14.1 SPECIAL PROJECTS

Committee on Labrador Communities

The Committee on Labrador Communities concerns itself with four main areas:

1. The development of contacts and agents among all the participating bodies: Memorial University, Northern Labrador Services, Department of Education, Faculty of Education, Newfoundland Teachers' Association, Extension Services, and others.
2. Programmes at Memorial University.
3. Education in the Labrador communities and the role and collaboration of Memorial University in bringing about changes.
4. The funding of projects from various sources: Provincial and Federal governments, the University, and the major companies working in Labrador.

Contacts

A list of names was begun of interested people representing different facilities, functions, and services. Also added were names of teachers with experience in Labrador, Arctic Quebec, and the Northwest Territories.

Memorial University Programmes

It was envisaged that the present teaching of Indian and Eskimo people would be continued, and that eventually it would be possible to offer Indian and Eskimo students two single semester courses in the study and grammatical analysis of their own language. A further development would be the study of English as a second language, especially in terms of Applied Linguistics (the selection and grading of materials for the teaching of English as a second language). Such a course would probably be given in summer school, so that interested students from the Province of Quebec could also take advantage of it. It was also felt that it would be possible to put together, from courses presently offered, a core curriculum in Northern Studies from a variety of departments: Sociology and Anthropology, Linguistics, Geology, Geography, and others. Such a major would be a desirable qualification for teachers intending to teach in the North, whether in Labrador or elsewhere in the Canadian North. Such a programme might also attract students from the other provinces.

Education in Indian and Eskimo Schools

Certain changes in the present system would seem to be desirable. It would be preferable, for example, to make a deliberate policy of teaching the kindergarten and primary grades in the native language, a policy now being pursued in the Northwest Territories. The English language should also be taught as a second language, with appropriate media and methods, and not acquired on a haphazard or *ad hoc* basis. Policy change will, of course, have to come from the Provincial Department of Education, along with collaboration of the various faculties of the university, of the school boards, of the teachers and the N.T.A. The unsuitability of certain text books is also under review, and it is proposed that the Committee should ask the Curriculum Division of the Education Library to acquire and make available the books used for teaching the reading of English in the Northwest Territories, which have a much more suitable content than those presently in use. The problems of training native teachers are also being studied.

KEYWORDS: Northern Committee

Institute of Social and Economic Research (ISER)

The Institute of Social and Economic Research (ISER) is a research arm of the University and is ultimately responsible to the President and Board of Regents of the University.

When the Institute of Social and Economic Research was established in 1961, its aims were strictly "to foster and undertake research into the many economic and social questions arising in Newfoundland and Labrador because of its unique historical, geographical, social, and economic position." Already by 1965, however, there appeared reasons to broaden the interpretation of this research mandate, the most important of these reasons being the need for comparative methodology and field research. The "unique" in Newfoundland and Labrador economy and society, in order to be understood properly, has to be measured and described in relation to certain other economies and societies whose selection would depend upon a number of variables. Accordingly, the revised constitution of 1970, recognizing a state of affairs already in existence, avoids stipulation of the geographical areas in which research will be undertaken.

The two principal areas for this comparative research are the northern North Atlantic (including Iceland, Ireland, Scotland, Faeroes, and Norway), and the East Arctic. Although these areas are separate and different ethnographically and geographically, the Province of Newfoundland and Labrador itself extends into both. The Island of Newfoundland remains a particular commitment of the Institute of Social and Economic Research programme of research in the North Atlantic, while the same is true of Labrador in the programme of East Arctic research.

The principal sources of funds for research in Newfoundland itself are the provincial and federal governments. The North European research has been funded directly by the Institute of Social and Economic Research, while the East Arctic research has been supported by an annual federal grant and, in particular, by a major research award from the Canada Council to the Director of Sociological Research and his research team.

Appalachia and the West Indies are other areas in which the Institute of Social and Economic Research hopes to develop comparative work. Finally, attention should be drawn here to the place of the winter programme of research colloquia.

Fellowships

In its first years, the Institute of Social and Economic Research concentrated exclusively upon its programme of pre-Ph.D. fellowships; this programme is still in effect but, in addition, fellowships are now offered to faculty members, and at the junior level, to post M.A. and pre-M.A. students.

As there are no Ph.D. programmes at Memorial University in the disciplines of the Institute of Social and Economic Research, the pre-Ph.D. fellowships are for doctoral candidates in these disciplines at other universities.

On the other hand, a research institute cannot, or should not, depend wholly upon the work of graduate students, and a significant step was taken by the Institute of Social and Economic Research in 1966, with the provision of faculty fellowships. These are the so-called "joint appointments" between the Institute of Social and Economic Research and the particular departments of the University, whereby faculty are able to devote part of the academic year to research. These fellowships, like the pre-doctorals and pre-masters, are ordinarily for two years.

Provision has also been made for visiting research appointments to faculty of other universities.

Publications

The Institute of Social and Economic Research publishes "Studies" and "Papers," the former being monographs, the latter collections of essays usually deriving from the Institute of Social and Economic Research colloquia or seminars. To date, ten volumes of Studies have been produced, all in anthropology or sociology, and three volumes of Papers. Two volumes of Studies and a volume of Papers are in press (all from anthropology); others are in preparation.

When the Studies were launched in 1966 and the Papers in 1968, they were mimeographed or multilithed for limited distribution without cost.

The stock of most of them was quickly exhausted although requests for copies continued. Accordingly, in 1969-1970, the Governing Committee, more confident of its research programmes and its publications, authorized a new publications policy whereby the *Studies* and *Papers* would henceforth be printed, bound in hard cover, and placed on the book market in editions of fifteen hundred to two thousand copies, at prices that approximate the costs of production. The *Institute of Social and Economic Research* printers are currently the University of Toronto Press.

Manuscripts that are not adopted for publication may be mimeographed by the *Institute of Social and Economic Research* and distributed on request.

Directors of Research

- Anthropology/Archaeology/Sociology - Robert Paine.
- Economics - B. Singh.
- Geography - Alan G. MacPherson.

Research in Commerce, Education, History, Political Science, and Psychology is also being conducted within the structure of the *Institute of Social and Economic Research*.

Colloquia

Integral to the work of the *Institute of Social and Economic Research* are the Colloquia in which invited scholars from Europe and North America participate together with fellows of the *Institute of Social and Economic Research* and invited faculty of Memorial University. The Colloquia are used as research instruments for retrospective and prospective reviews of particular topics whose selection ranges from social and economic development to the selection of interpersonal relations.

The Colloquium on Social Psychiatry was convened by Dr. Hugh Sampath (February 1969), the Friendship Colloquium by Mr. Elliot Leyton (March 1969), and the one on Economic Development by Dr. Nathan Hurwitz (April 1969). The remainder were convened by the Director of Sociological Research with the assistance of Alan Sparkes (February 1967), Michael Staveley (March 1967), Michael Skolnik (March 1968), Milton Freeman, Jean Briggs, and James Tuck (September 1969), and Thomas Nemec (March 1971). They covered the following topics:

- 1967 - Resettlement Programmes in Theory and Practice: The Newfoundland Experience.
- 1967 - Culture and Government in some of the Northern Appendages to the North Atlantic Area.
- 1969 - Problems in the Social Psychiatry of the East Arctic.
- 1969 - Identity and Modernity in the East Arctic.

KEYWORDS: Northern Institute

14.2 CLASSES

ANTHROPOLOGY:

879. Arctic studies
2. Studies of cultural, ecological, economic, and social systems in the northern circumpolar region.
Full credit. Undergraduate. Fall term.
One sociology class or consent of the department.
3. 1972-1973
4. St. John's
5. Memorial.
6. Arts.
7. Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Arctic.

HISTORY:

880. Research seminar in North Atlantic history
2. Selected aspects of the history of the community people inhabiting the lands bordering on the North Atlantic.
Full credit. Undergraduate.
3. 1972-1973
4. St. John's.
5. Memorial.
6. Arts.
7-8. History.
9. History. North Atlantic.

LINGUISTICS:

881. English as a second language for native peoples
2. English as a second language, in terms of applied linguistics, the selection and grading of materials for the teaching of English.
Summer session. Undergraduate.
4. St. John's.
5. Memorial.
6. Arts.
7-8. Linguistics.
9. Education. Linguistics.

882. Amerindian language
2. Eskimo, Cree, Micmac.
Full credit. Undergraduate.
3. 1972-1973
4. St. John's.
5. Memorial.
6. Arts.
7-8. Linguistics.
9. Cree. Eskimo. Linguistics. Micmac.

14.3 RESEARCH

ANTHROPOLOGY:

883. Cultural-ecologic changes among maritime Eskimo groups in the Canadian East Arctic
2. Killam Awards. Canada Council.
3. Milton Freeman. 1972
5. Memorial.
6. Arts.
7. Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Eastern Arctic. Eskimo.

884. Human ecological research in the Eastern Canadian Arctic
2. Canada Council.
3. Milton Freeman. 1972
4. Various East arctic locations.
5. Memorial.
6. Arts.
7. Sociology/Anthropology.
8. Anthropology. Eastern Arctic.

885. Trade relations in Ungava Bay
2. Institute of Economic and Social Research.
M.A. dissertation.
4. Ungava Bay.
5. Memorial.
7. Economic and Social Research.
8. Anthropology.
9. Anthropology. Economics. Ungava Bay.

886. Woods Stoney
3. Raoul Anderson. 1972
5. Memorial.
6. Arts.
7-8. Anthropology.
9. Anthropology. Indian. Woods Stoney.

887. Strategies of perception: the management of ethnic identity
2. Institute of Social and Economic Research.
3. Jean Briggs.
5. Memorial.
6. Arts.
7. Anthropology/Sociology.
8. Anthropology.
9. Anthropology. Ethnic identity. Sociology.

888. Eskimo emotional expression
2. Canada Council.
3. Jean Briggs. 1968-1971; 1969
4. Keopeeshaw. Pangnirtung. Chantrey Inlet.
Gjoa Haven. Northwest Territories.
5. Memorial.
6. Arts.
7-8. Anthropology.
9. Anthropology. Eskimo. Psychology. Sociology.

889. Kapluma daughter
2. In P. Golde (ed.), "Women in the field: Anthropological experiences. Chicago."
Northern Science Research Group.
3. Jean Briggs. 1970
5. Memorial.
6. Arts.
7. Anthropology/Sociology.
8. Anthropology. Eskimo.

890. Never in Anger
2. Descriptive narrative recounting author's experiences while living among Utkuhikalingmiut Eskimos.
3. Jean Briggs. 1970
5. Memorial.
6. Arts.
7-8. Anthropology.
9. Anthropology. Eskimo. Psychology. Sociology.

891. Inter-ethnic relations at Aklavik, Northwest Territories
2. Northern Science Research Group.
M.A. dissertation.
3. W. Eades. 1972
4. Aklavik, Northwest Territories.
5. Memorial.
6. Economic and Social Research.
7. Ethnology.
8. Anthropology.
9. Aklavik. Ethnology.

892. Hunters of the northern ice
2. Northern Science Research Group.
3. M. Freeman.
5. Memorial.
6. Arts.
8. Anthropology.
9. Anthropology. Eskimo. Hunting.

893. Some implications of demographic changes occurring in the Canadian East Arctic
2. Institute of Social and Economic Research.
3. Milton Freeman. 1972
5. Memorial.
6. Arts.
7. Anthropology/Sociology.
8. Anthropology.
9. Anthropology. Demography. Eastern Arctic.

894. Identity and modernity in the East Arctic
2. Isaak Walton Killam Awards (administered by the Canada Council).
3. Institute of Social and Economic Research.
1968-1971
4. East Arctic.
5. Memorial.
6. Economic and Social Research.
8. Anthropology.
9. Anthropology. Eastern Arctic. Eskimo.
Sociology.

895. Labrador Eskimos
2. Institute Fellowship. Doctoral Candidate.
3. D. Kerr. 1972
4. Nain, Labrador.
5. Memorial.
6. Economic and Social Research.
8. Anthropology.
9. Anthropology. Eskimo. Labrador.

896. Animals as capital: comparison among northern nomadic herders and hunters
2. In Anthropological Quarterly 44 (3):157-172.
Institute of Social and Economic Research.
3. Robert Paine. 1971
5. Memorial.
6. Arts.
8. Anthropology.
9. Anthropology. Herding. Hunting.

897. Culture change in Goose Bay, Labrador
2. Canada Council.
3. David Zimmerly. 1971-1972
5. Memorial.
6. Arts.
7-8. Anthropology.
9. Anthropology. Culture. Labrador.

898. An ecological study of mobility and settlement patterns among the Belcher Islands Eskimo
2. Arctic 20 (3):154-175.
1967 School, I.S.E.R.
3. R. Paine.
5. Memorial.
6. Arts.
8. Anthropology.
9. Anthropology. Belcher Islands. Ecology.
Eskimo.

899. The characteristics of hospitalized psychiatric Eskomo patients from the east Arctic
3. H.M. Sampath. 1969
5. Memorial.
8. Anthropology.
9. Eastern Arctic. Eskimo. Psychiatry.

900. Fur trapping by snowmobile: modern technology in the Arctic
2. Paper given at the 69th Annual Meeting of the American Anthropological Association, San Diego.
3. Peter Usher. 1970
5. Memorial.
7. Economic and Social Research.
8. Anthropology.
9. Arctic. Eskimo. Hunting. Transportation.

ARCHAEOLOGY:

901. The Thule tradition in Northern Labrador
2. M.A. thesis (unpublished).
3. P. Scheldermann. 1971
5. Memorial.
6. Arts.
7. Anthropology/Archaeology.
8. Archaeology.
9. Archaeology. Eskimo. Labrador. Thule culture.

902. Thule culture
2. Northern Science Research Group.
3. [illegible] Scheldermann. 1972
4. Saglek Bay, Labrador.
5. Memorial.
6. Arts.
7. Anthropology/Sociology.
8. Archaeology.
9. Anthropology. Eskimo. Labrador. Thule culture.

903. An archaic Indian cemetery in northern Newfoundland
2. Institute of Social and Economic Research.
Northern Science Research Group.
3. J.A. Tuck. 1970
5. Memorial.
6. Arts.
7. Sociology/ Anthropology.
8. Archaeology.
9. Archaeology. Indian. Newfoundland.

904. Three Dorset Eskimo cave burials from Newfoundland
2. Institute of Social and Economic Research.
Northern Science Research Group.
3. J.A. Tuck. 1972
5. Memorial.
6. Arts.
7. Anthropology/Sociology.
8. Archaeology.
9. Archaeology. Dorset culture. Eskimo.

905. A cultural sequence from Northern Labrador
2. Institute of Social and Economic Research. Northern Science Research Group.
3. J.A. Tuck. 1972
5. Memorial.
6. Arts.
7. Anthropology/Sociology.
8. Archaeology.
9. Anthropology. Culture. Labrador.

COMMUNICATIONS:

906. Communication needs on the east coast of Labrador
2. Institute of Social and Economic Research.
3. H.A. Williamson. 1970
5. Memorial.
6. Extension Division.
8. Communications.
9. Communications. Labrador.

COMMERCE AND ECONOMICS:

907. Wage labour and skidoos
2. Institute of Social and Economic Research.
3. D.S. Moyer. 1970
5. Memorial.
6. Economic and Social Research.
8. Economics.
9. Economics. Eskimo. Transportation.

908. Eskimo boat labour management
2. Institute of Social and Economic Research.
3. D.S. Moyer. 1971
5. Memorial.
6. Economic and Social Research.
8. Economics.
9. Economics. Eskimo. Transportation.

ENGINEERING:

909. Technical management of northern construction projects
2. National Research Council. Federal Department of Public Works. Eastern Canada Off-Shore Operators Association. Churchill Falls Power Corporation.
3. H.N. Ahuja. 1972
5. Memorial.
6. Engineering and Applied Science.
8. Engineering.
9. Engineering. Northern construction.

910. Corrosive wear of materials in cold water
2. National Research Council. Federal Department of Public Works. Eastern Canada Off-Shore Operators Association. Churchill Falls Power Corporation.
3. J. Molgaard. 1972
5. Memorial.
7. Engineering and Applied Science.
8. Engineering.
9. Engineering. Ocean.

911. Mechanics of sea-ice breaking
2. National Research Council. Federal Department of Public Works. Eastern Canada Off-Shore Operators Association. Churchill Falls Power Corporation.
3. H. Pack. 1972
5. Memorial.
7. Engineering and Applied Science.
8. Engineering.
9. Engineering. Ocean. Sea-ice.

912. Detection of ice build-up on electric transmission lines
2. National Research Council. Federal Department of Public Works. Eastern Canada Off-Shore Operators Association. Churchill Falls Power Corporation.
3. W. Vettar. 1972
5. Memorial.
6. Engineering and Applied Science.
8. Engineering.
9. Engineering.

913. Ocean Engineering Group Project
2. Developing and evaluating equipment and techniques used in engineering projects in cold water. An undersea habitat has been put into position off the Newfoundland coast.
5. Memorial.
6. Arts.
7. Engineering and Applied Science.
8. Engineering.
9. Engineering. Ocean.

GEOGRAPHY:

914. The unknown Labrador
2. The Institute of Social and Economic Research.
3. H.A. Williamson. 1970
5. Memorial.
6. Extension Division.
8. Geography.
9. Geography. Labrador.

HISTORY:

915. Ethnohistorical study of Moravian-Eskimo contacts
2. Northern Science Research Group. M.A. thesis; field work in progress.
3. C. Engel. 1972
4. Labrador Coast.
5. Memorial.
6. Economic and Social Research.
8. History.
9. Ethnology. Eskimo. History. Moravian.

LINGUISTICS:

916. Comparative grammar of Algonkian language
3. Vit M. Bubenik.
5. Memorial.
6. Linguistics.
7-8. Linguistics.
9. Algonkian. Linguistics.

917. Algonkian
2. Computer analysis to construct the proto form of Algonkian from extinct daughter languages.
3. Hewson and V. Bubenik.
5. Memorial.
6. Arts.
7-8. Linguistics.
9. Algonkian. Linguistics.

918. Algonkian languages
2. Historical and comparative.
3. John Hewson. 1972-1973
5. Memorial.
6. Arts.
7-8. Linguistics.
9. Algonkian. Linguistics.

919. Eskimo language dictionary
3. F.W. Peacock. 1972
5. Memorial.
6. Arts.
7-8. Linguistics.
9. Eskimo. Linguistics.

920. Morphophonemic study of Eskimo
3. L. Smith.
5. Memorial.
6. Arts.
7-8. Linguistics.
9. Eskimo. Linguistics.

SOCIOLOGY:

921. Indian Youth Identity
2. Northern Science Research Group.
M.A. thesis, field work in progress.
3. W. Bean. 1972
4. Fort Simpson, Northwest Territories.
5. Memorial.
6. Economic and Social Research.
8. Sociology.
9. Indian. Fort Simpson. Psychology. Sociology.

922. Studies in maritime hunting: ecological and technologic restraints on walrus
2. Institute of Social and Economic Research.
Northern Science Research Group.
3. M. Freeman. 1970
4. Southampton Island, Northwest Territories.
5. Memorial.
6. Arts.
7. Anthropology/Sociology.
8. Sociology.
9. Ecology. Hunting. Mammals. Ocean.

923. Ethos, economics, and prestige - a re-examination of Netsilik Eskimo infanticides
2. Northern Science Research Group.
3. M. Freeman. 1970
5. Memorial.
6. Arts.
7. Anthropology/Sociology.
8. Sociology.
9. Eskimo. Sociology. Netsilik.

924. Tolerance and rejection of patron role in an Eskimo settlement
2. Institute of Social and Economic Research.
3. Milton Freeman. 1971
5. Memorial.
6. Arts.
7. Anthropology/Sociology.
8. Sociology.
9. Eskimo. Sociology.

925. Eskimos, bands, and the D.P. camp hypothesis
2. Institute of Social and Economic Research.
Northern Science Research Group.
3. Lee Guemple. 1970
5. Memorial.
6. Economic and Social Research.
8. Sociology.
9. Eskimo. Sociology.

926. Ecological adaptation and marriage patterns of the Belcher Islands Eskimos
2. Institute of Social and Economic Research.
Northern Science Research Group.
3. Lee Guemple. 1970
5. Memorial.
7. Economic and Social Research.
8. Sociology.
9. Belcher Islands. Eskimo. Sociology.

927. The transactional basis of influence: whitemen among the Naskapi Indians
2. Institute of Social and Economic Research.
3. G. Henriksen. 1971
5. Memorial.
6. Economic and Social Research.
8. Sociology.
9. Indian. Naskapi. Sociology. White.

928. Moshwa's Inno: the Barren Ground peoples
2. Institute of Social and Economic Research.
3. G. Henriksen. 1972
5. Memorial.
6. Economic and Social Research.
8. Sociology.
9. Eskimo. Sociology.

929. Early patrons of the Labrador Eskimo: the Moravian mission in Labrador, 1764-1805
3. J.C. Hiller. 1971
5. Memorial.
6. Economic and Social Research.
8. Sociology.
9. Eskimo. Labrador. Moravian. Sociology.

930. Eskimos and settlers
2. Institute of Social and Economic Research.
Doctoral thesis.
3. J. Kennedy. 1971
4. Makkovik.
5. Memorial.
6. Economic and Social Research.
8. Sociology.
9. Eskimo. Makkovik. Sociology.

931. Study of classroom interaction
2. Northern Science Research Group.
M.A. thesis, field research in progress.
3. D. Koster. 1972
4. Frobisher Bay.
5. Memorial.
6. Economic and Social Research.
9. Education. Frobisher Bay. Sociology.

932. The dimensions of conflict in an Eskimo community
2. Institute of Social and Economic Research.
3. D.S Moyer. 1970
5. Memorial.
6. Economic and Social Research.
8. Sociology.
9. Community. Eskimo. Sociology.

933. Aspects of the Grenfell Mission operation
2. Northern Science Research Group.
M.A. thesis, field work in progress.
3. S. Sherk. 1972
4. Northwest River, Labrador.
5. Memorial.
6. Economic and Social Research.
8. Sociology.
9. Grenfell Mission. Sociology.

934. Indians of Northwest River, Labrador
2. M.A. dissertation.
3. 1972
4. Northwest River, Labrador.
5. Memorial.
6. Economic and Social Research.
9. Indian. Labrador. Northwest River.
Sociology.

15. UNIVERSITE DE MONTREAL

15.1 PROJETS SPECIAUX

Centre de Recherches Arctiques

Le Centre de Recherches arctiques (Gerard Gardner, Directeur) de l'Institut d'Economie appliquée de l'Ecole des Hautes Etudes Commerciales de Montréal, a été fondé il y a environ huit ans. Il est surtout orienté vers l'étude des questions qui de rattachent de préférence aux problèmes ou développement économique des terres nordiques et des questions connexes. La recherche de science pure n'est pas ignorée pour cela, mais elle doit en général concourir aux solutions des problèmes d'économie appliquée.

C'est pour ces raisons que, dans le passé, nous avons étudié les conditions saisonnières des glaces dans les mers du nord, la fluctuation du prix des fourrures, l'exploration des régions de Gagnon, de Baie-Comeau, Happy Valley, Lebel-sur-Quévillon, Churchill Falls, de la Côte-Nord du Golfe du Saint-Laurent, du point de vue botanique, géologique et forestier. Les collections du Centre de Recherches arctiques sont variées. Nous avons fait partout des collections de plantes de tous types, d'arbres, de roches, et de nombreuses photos ont été prises au cours de ces voyages.

Le personnel a occupé une partie de son temps depuis la fondation du Centre à classer la documentation et les matériaux de toutes sortes que le Directeur-Fondateur avait accumulés pendant de nombreuses années avant la fondation du Centre.

Il convient de signaler la présence de deux grandes collections qui sont assez rares dans les Instituts de recherches arctiques et subarctiques. D'abord, une collection de coupures de presse, puis une collection de coupes d'arbres et de lames microscopiques d'arbres et de plantes des régions nordiques du pays.

Le Centre de Recherches arctiques possède une collection de coupures de presse se rapportant aux régions nordiques de l'Amérique, de certaines parties de l'Asie et de l'Europe ainsi qu'aux régions antarctiques. Cette collection est classée par sujet, par date de lieux géographiques. Les cahiers que renferment les coupures peuvent être consultés sur un sujet donné sans la moindre perte de temps.

Nous sommes à dresser les catalogues des titres de toute cette collection de coupures. Il comprendra probablement plus de 80.000 titres à la fin de l'année. Nous aurons publié à la fin de juin 18 catalogues de titres des coupures de presse. Nous osons espérer que toute la collection sera cataloguée d'ici deux ans. Après quoi, elle pourra être microfilmée et mise à la disposition des bibliothèques des Instituts de Recherches.

Au cours de nos divers voyages dans le Grand Nord, nous avons toujours été frappés par l'aspect et le développement des arbres et des plantes, nous rendant bien compte que le climat et d'autres conditions avaient une grande importance dans la vie de la végétation. Afin d'étudier surtout la croissance du développement des arbres, nous avons donc fait depuis de nombreuses années, des collections de coupes de ces végétaux.

Dans le moment nous nous occupons des coupes d'arbres de toutes dimensions comme nous le décrirons en parlant des travaux de recherches. Nous n'avons pas le temps de nous occuper des lames microscopiques et nous espérons qu'un spécialiste de l'histologie végétale pourra se charger de cette recherche qui permettra de se rendre compte de certains faits relatifs à la résistance des plantes au froid et aux intempéries.

Les catalogues des coupes d'arbres et de lames microscopiques sont terminés pour tous les échantillons récoltés jusqu'en 1965.

M. Michel Brochu, docteur de l'université de Paris, attaché de recherches au Centre de Recherches arctiques, a préparé, en utilisant les matériaux du Centre, une étude à paraître dans les Cahiers de Géologie de Paris (1970) sur "La teneur en quartz filonien des sédiments meubles de certains points du littoral de la Côte du Labrador et du Nouveau-Québec, et la possibilité d'application comme indice de minéralisation des formations rocheuses en place."

M. Brochu a préparé, utilisant un de ses anciens travaux, une étude intitulée: "Indice de gélivation des sédiments meubles." Il a présenté cette communication au Congrès de l'INQUA, septembre 1969 à Paris, et elle paraitra dans le Bulletin de l'Association des Géographes de France au cours de 1970.

M. Brochu s'est également occupé des sédiments meubles des collections du Centre et a préparé un "Formulaire descriptif des sédiments meubles (argiles, limons, sables, granules, galets)" accompagné d'un texte explicatif sur le formulaire de terrain.

Les autres recherches faites au Centre se rapportent aux questions biologiques et appliquées.

Un sujet de recherches dont s'occupe le directeur du Centre, le Dr. G. Gardner, est la prépation d'un catalogue analytique des espèces végétales du Québec arctique et subarctique et de quelques autres régions du Canada.

Ce catalogue comprendra la liste complète de toutes les espèces de plantes que le Directeur a récoltées au cours de ses voyages dans le Grand Nord canadien. Cette étude comprendra également des notes sur la taille, la date de floraison, le développement des plantes, leur distribution etc. ainsi que le sol. Chacune des grandes régions visitées sera décrite et on y trouvera des détails sur la topographie et la géologie de ces pays.

Ce catalogue sera accompagné de nombreuses photographies originales ainsi que de cartes générales et détaillées des endroits visités.

Nous espérons que ce catalogue analytique sera terminé à la fin de l'année prochaine (1970).

Deux voyages dans le Nord sont prévus. Le premier dans le Bas-Nord afin d'y visiter une réserve forestière dans le but d'y faire des mesures et des collections sur les arbres qui ont remplacé la forêt vierge.

Le deuxieme voyage, beaucoup plus problématique aurait lieu dans le nord de la Province, peut-être dans la région de la baie de Wakeham, mais ceci est loin d'être décidé et réglé.

Le Centre est au service des autres Institutions de même genre tant du Canada que de l'étranger et nous ferons de notre mieux pour répondre aux demandes de tous ceux qui s'intéressent comme nous aux Pays du Nord.

Mot clef: Centre d'Etudes Nordiques

Centre d'Ingénierie Nordique--Northern Engineering Centre (CINEP)

The Ecole Polytechnique (Engineering School), affiliated with the University of Montreal, the largest French language university in North America, has for a number of years been showing an increasing interest in the development of instruction and research in Northern Engineering. Until about five years ago, the main interest was concentrated in Mineral Exploration and the Development of Natural Resources in Northern Quebec. In 1967, a first course in Northern Soil Mechanics was offered by Professor Branko Ladanyi as part of the graduate program. Since 1969, a more general undergraduate course was also introduced under the title of Northern Engineering. The course gives a general introduction to arctic engineering problems, with particular reference to those connected with Civil Engineering Construction and Mining Exploitation in the areas of Permafrost and Muskeg Terrain.

A graduate course, Cold Regions Géotechnique, covers in more detail subjects such as heat transfer in earth materials, thermal, physical and mechanical properties of frozen and unfrozen arctic soils and rocks, foundation design, road construction, and stability problems in permafrost and muskeg regions. It should be noted that all instruction is given in the French language.

Although some basic laboratory equipment, as well as a cold room for testing frozen soils is available at the Ecole Polytechnique, research has until now been mostly concentrated on field and theoretical studies of problems such as the behaviour of anchors in permafrost and the in-situ determination of creep properties of frozen soils. Both of these were conducted jointly with the Geotechnical Section of the Division of Building

Research, National Research Council of Canada.

In order to encourage multidisciplinary efforts in all aspects of Northern Engineering Research within the School, and to enable a better cooperation with other bodies with similar interest, the Northern Engineering Centre (CINEP) was formed at Ecole Polytechnique in May 1970. The main cooperative units of the Centre are the Departments of Civil Engineering, Mining Engineering, and Engineering Geology, but many staff members from nearly all other departments are showing increasing interest in the cooperation with the Centre. The Centre maintains relationships with some departments of the federal and provincial governments, with industry, and with several other centres and institutes interested in matters of northern development.

Apart from individual and cooperative research projects, potential activities of CINEP include interdisciplinary seminars, post-doctoral research and instruction, conferences, and research workshops. Information concerning the activities of the Centre can be obtained by writing to the Director, Professor B. Ladanyi, Northern Engineering Centre (CINEP), Ecole Polytechnique, 2500 Marie-Guyard, Montréal 250, P.Q., Canada.

Mot clef: Northern Resource Centre

Groupe de Recherches Nordiques

The Groupe de Recherches Nordiques (Directeur, Frank Auger) est né au sein du département d'Anthropologie de l'Université de Montréal. Une telle origine se reflète dans la nature des buts qu'il se propose, du personnel qui y travaille et des projets qu'il met en oeuvre.

1. Historique

Dès la création de ce département en 1960, certaines activités de recherches et d'enseignement orientées vers le nord (Esquimaux et Indiens) ont été vigoureusement amorcées, grâce à la présence du professeur Asen Balikci parmi le groupe fondateur. Le nombre de thèses de maîtrise déjà produites témoigne de la vitalité de ces activités. En 1964, en raison de nouvelles politiques se sont données un cadre minimum; ce fut le Groupe de Recherches Nordiques. Professeur adjoint au département d'Anthropologie de l'Université de Montréal depuis juin 1968, M. Frank Auger assure avec M.R. Savard la codirection deu Groupe de Recherches Nordiques à partir du mois de janvier 1969. En juin 1969, M. Savard quitte le Département d'Anthropologie; dès lors, M. Auger assume la direction du Groupe de Recherches Nordiques.

2. Buts

Le Groupe de Recherches Nordiques vise d'abord à la mise sur pieds d'une forte tradition de recherches académiques, orientées vers les problèmes

humains tels qu'ils se posent dans les régions arctiques et subarctiques. Ce qui le caractérise aussi, c'est que ses activités visent tout autant à la formation de jeunes spécialistes qu'à la préparation de rapports. De tels spécialistes sont déjà en mesure d'apporter leur collaboration à des représentants d'autres discipline également intéressées au Nord, ainsi qu'aux diverses administrations gouvernementales. Ils y parviennent d'autant mieux que, tout au long de leur formation, ils ont expérimenté la mise en commun des approches diverses enseignées au département l'Anthropologie (Ethno-linguistique, Anthropologie physique, Archéologie, Anthropologie sociale).

Thèses de maîtrise terminées:

Anthropologie sociale: 15
Archéologie : 1

Thèses en préparation (Doctorat et maîtrise):

Anthropologie sociale, linguistique et ethnoscienne: 3
Anthropologie physique : 2

3. Activités de recherches en 1969

Tel que mentionné dans la demande de subvention faite conjointement par les professeurs R. Savard et F. Auger en 1968-1969 au Ministère des Affaires Indiennes et du Nord Canadien, les fonds mis à la disposition du Groupe de Recherches Nordiques ont été utilisés pour un projet de recherches anthropologiques chez les Esquimaux et les Indiens.

Le but de ce terrain (Fort Chimo) était de jeter le premier jalon d'une étude anthropobiologique portant sur l'ensemble des Esquimaux du Nouveau-Québec. Il s'agit de la première étude de ce genre à être consacrée a cette région.

Parallèlement, afin d'évaluer les entrées géniques indiennes chez les Esquimaux et de caractériser les groupes ayant pu y contribuer, nous avons entrepris l'étude des populations indiennes bordant le territoire d'esquimau. Nous avons commencé par un groupe de Montagnais-Naskapis (North West River); nous poursuivons cette démarche par l'examen d'un groupe d'indiens Cree. Ainsi, nous pourrons mieux évaluer l'importance de la contribution indienne, si faible soit-elle, au pool génique des groupes esquimaux qui ont pu entrer en contact avec les Indiens qui vivaient en bordure des arbres.

4. Activités au cours de l'été 1970

Le projet en anthropologie physique s'est continué au cours de l'été 1970 et sera financé par la "Donner Canadien Foundation." Au cours de l'année 1969-1970 plusieurs demandes ont été faites au Groupe de Recherches Nordiques. Les restrictions budgétaires prévues nous ont obligés à ne pouvoir financer que des projets ont été retenus.

Mot-clef: Groupe de Recherches Nordiques

15.2 COURS

INGENIERIE:

935. Cold regions géotechnique
2. Subjects such as heat transfer in earth materials, thermal, physical and mechanical properties of frozen and unfrozen arctic soils and rocks, foundation design, road construction, and stability problems in permafrost and muskeg.
Graduate.
3. 1973
5. Montréal
7-8. Ingénierie
9. Géotechnique. Ingénierie. Régions froides.

936. Northern engineering
2. A general introduction to arctic engineering problems with particular reference to those connected with civil engineering construction and mining exploitation in the areas of permafrost and muskeg terrain.
Undergraduate.
3. 1973
5. Montréal.
7-8. Ingénierie.
9. Ingénierie.

937. Northern soil mechanics
2. Graduate.
3. Branko Ladanyi. 1967
5. Montreal.
7-8. Ingénierie.
9. Ingénierie. Mécanique des sols.

ETUDES RELIGIEUSES:

938. Religions amérindiennes
2. Mythologie esquimaude, mythes et rites montagnais - Les Algonkins des grandes Lacs. L'art des Indiens de la Côte Nord-Ouest.
3 crédits. Deuxième cycle.
5. Montréal.
7-8. Etudes Religieuses.
9. Algonkins. Esquimau. Etudes Religieuses.

LINGUISTIQUE:

939. Structures élémentaires de l'esquimau
2. 3 crédits. Deuxième cycle. Un cours de linguistique.
5. Montréal
7-8. Linguistique.
9. Esquimau. Linguistique.

939a. Structures élémentaires du Mohawk
2. 3 crédits. Deuxième cycle. Un cours de linguistique.
5. Montréal.
7-8. Linguistique.
9. Linguistique. Mohawk.

15.3 RECHERCHES

ANTHROPOLOGIE:

940. Structure et organisation sociale sur la Côte Sud du Labrador
2. Thèse de maîtrise en anthropologie.
3. Pierre Jolin. 1965
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Labrador. Sociologie.

941. Les relations entre les vivants et les morts à Tête-à-la-Baleine
2. Thèse de maîtrise en anthropologie.
3. Josée Mailhot. 1965
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Etudes Religieuses. Tête-à-la-Baleine.

942. Jeux de ficelle chez les Esquimaux de Pelly Bay
2. Thèse de maîtrise en anthropologie.
3. Guy Mary-Rousselière. 1965
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Jeux. Pelly Bay.

943. Ethnographie des Tutchone
2. Thèse de maîtrise en anthropologie.
3. Bernard Arcand. 1966
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Ethnologie. Tutchone.

944. Organisation des activités féminines dans la communauté esquimaude d'Ivujivik
2. Thèse de maîtrise en anthropologie.
3. Marie-Françoise Guedon. 1967
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Ivujivik. Sociologie.

945. L'organisation sociale traditionnelle des esquimaux de Kangirsujuuak
2. Thèse de maîtrise en anthropologie.
3. Bernard Saladin d'Anglure. 1964
5. Montreal
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Kangirsujuuak. Sociologie.

946. Relations inter-ethniques et acculturation à Mistassini
2. Thèse de maîtrise en anthropologie.
3. Roger Pothier. 1964
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Acculturation. Anthropologie. Indien. Mistassini.

947. Schèmes d'établissement arctique
2. Thèse de maîtrise en anthropologie.
3. Sylvie Vincent. 1964
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Arctique. Communauté.

948. (Tshakabesh) un récit montagnais-naskapi
2. Thèse de maîtrise en anthropologie.
3. Madeleine Lefebvre. 1970
5. Montreal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Indien. Montagnais. Naskapi. Tshakabesh.

949. Ethnoscience chez les Indiens Montagnais-Naskapis du Québec et du Labrador
2. Doctorat.
3. Josée Mailhot. 1972
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Ethnologie. Indien. Labrador. Montagnais. Naskapi. Nouveau Québec.

950. Indiens "Cree" d'Abitibi
2. Maîtrise.
3. Yves Leger. 1972
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Abitibi. Anthropologie. Cris.

951. Anthropométrie des Indiens de Northwest River
2. Maîtrise.
3. Francis Forest. 1972
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Indien. Northwest River.

952. La Moraine. Analyse descriptive de phénomènes socio-polotiques
2. Thèse de maîtrise en anthropologie.
3. Andrée Michaud. 1964
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. ~~Sciences~~ Politiques. Sociologie.

953. Dermatoglyphes - Esquimaux de Fort Chimo
2. Maîtrise.
3. Normand Tremblay. 1972
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Fort Chimo.

954. Indiens Tête-de-Boule
2. Maîtrise.
3. Louis-Claude Lachapelle. 1972
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Indien. Tête-de-Boule.

955. L'adoption chez les Esquimaux Tununermiut ("Pond Inlet, T.N.O.")
2. Thèse de maîtrise en anthropologie.
3. Jérôme Rousseau. 1969
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Pond Inlet. Tununermiut.

956. Groupes de jeunes chez les Esquimaux de Port-Nouveau-Québec (Kangirsualujjuaq)
2. Thèse de maîtrise en anthropologie.
3. Donat Savoie. 1969
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Kangirsualujjuaq. Port-Nouveau-Québec. Sociologie.

957. Etude de trois niveaux d'intégration sociale d'une societé de chasseurs cueilleurs: Kitchezagik Anichenabe
2. Thèse de maîtrise en anthropologie.
3. René Hirbour. 1969
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Chasse. Kitchezagik Anichenabe. Sociologie.

958. L'acculturation lexicale chez les Esquimaux du Labrador
2. Languages, no. 18, pp. 65-77. Paris.
3. Louis-Jacques Dorais. 1970
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Acculturation. Anthropologie. Esquimau. Labrador. Linguistique.

959. Enquête toponymique dans le Nouveau-Québec esquimau
2. Rapport préliminaire.
3. Louis-Jacques Dorais. 1969
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Nouveau-Québec. Toponymie.

960. Development of basic socio-economic units in two Eskimo communities
3. Asen Balikci. 1964
5. Montréal.
6. Faculté des Lettres.
7-8. Anthropology
9. Anthropology. Economics. Eskimo. Sociology.

961. The Netsilik Eskimo
3. Asen Balikci. 1970
5. Montreal.
6. Faculté des Lettres.
7-8. Anthropology.
9. Anthropology. Eskimo. Netsilik.

962. Le panthéon eskimo et l'organisation sociale
2. Canadian Review of Sociology and Anthropology, 1967, 4(2):118-125.
3. R. Savard. 1967
5. Montreal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Sociologie.

963. Relations inter-ethniques à la Grande Rivière de la Baleine
2. (Ottawa: National Museum of Canada, Bulletin 173. 1957).
3. A. Balikci. 1957
5. Montreal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Grande Riviere de la Baleine. Relations inter-ethniques.

964. Two attempts at community organization among the eastern Hudson Bay Eskimos
2. Anthropologica, 1959, 1.
3. A. Balikci. 1959
5. Montreal.
6. Faculté des Lettres.
8. Anthropology.
9. Anthropology. Eastern Hudson Bay. Eskimo.

965. Some acculturative trends among the eastern Canadian Eskimos
2. Anthropologica, 1960, 2.
3. A. Balikci.
5. Montreal.
6. Faculté des Lettres.
7-8. Anthropology.
9. Acculturation. Anthropology. Eastern Arctic. Eskimo.

966. Suicidal behavior among the Netsilik Eskimos
2. In Blishen et al., (eds.) Canadian Society, 1st ed., Toronto: MacMillan, 1961.
3. A. Balikci. 1961
5. Montreal.
6. Faculté des Lettres.
7-8. Anthropology.
9. Anthropology. Eskimo. Netsilik. Psychology. Sociology.

967. Community patterning in two northern trading posts
2. Anthropologica, 1963, 5, 33-45.
3. A. Balikci. R. Cohen. 1963
5. Montreal.
7-8. Anthropology.
9. Anthropology. Community.

968. Les minorités indiennes et l'aménagement
2. Thèse de maîtrise en anthropologie.
5. Montreal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Indien. Amenagement.

969. L'organisation socio-territoriale et les unités socio-économiques chez les Esquimaux Tuvalumiut (Nouveau-Québec)
2. Thèse de maîtrise en anthropologie.
3. Louis-Jacques Dorais. 1967
5. Montreal.
6. Faculté des Lettres.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Tuvalumiut. Sociologie.

970. Les répercussions anthropobiologiques des changements socio-culturels chez les Esquimaux du Nord Québecois
2. Département des Affaires Indiennes et du Nord. Ministère de l'Education (Québec). Donner Canadien Foundation.
3. Frank Auger. 1972
4. Fort Chimo.
5. Montréal.
6. Arts.
7-8. Anthropologie.
9. Anthropologie. Esquimau. Nord Quebec.

ARCHEOLOGIE:

971. Reconnaissance archéologique à Wakeham Bay (Nouveau-Québec)
2. Thèse de maîtrise en anthropologie.
3. Georges Barre. 1969
5. Montréal.
6. Faculté des Lettres.
7. Anthropologie.
8. Archéologie.
9. Anthropologie. Archéologie. Nouveau-Québec. Wakeham Bay.

972. Les Recherches archéologiques au Québec
2. Bulletin de la recherche, UQAM, vol. 1, no. 5, pp. 1-6.
3. Gilles Tassé et Patrick Plumet. 1970
5. Montréal.
6. Faculté des Lettres.
7-8. Archéologie.
9. Archéologie. Québec.

COMMERCE ET ECONOMIE POLITIQUE:

973. Economics of the natural resources of the northern parts of Quebec (Middle North)
2. Graduate School of Commerce.
3. Noel Falaise. 1970-1972
5. Montréal.
6. Graduate School of Commerce.
7-8. Commerce.
9. Economics. Middle North. Resources.

LINGUISTIQUE:

974. Some notes on the semantics of Eastern Eskimo localizers
2. A paraître dans "Anthropological Linguistics, Bloomington, Indiana, U.S.A.
3. Louis-Jacques Dorais. 1971
5. Montréal.
6. Faculté des Lettres.
7. Anthropologie.
8. Linguistique.
9. Eskimo. Linguistics.

975. La structure du vocabulaire moderne de la langue esquimaude du Québec-Labrador
2. Ecole Practique des Hautes Etudes, Paris. Vol. 1. Terminé, Vol. 2, encours de rédaction.
3. Louis-Jacques Dorais. 1971
5. Montréal.
6. Faculté des Lettres.
7. Anthropologie.
8. Linguistique.
9. Esquimau. Linguistique. Québec-Labrador.

976. Projet d'analyse linguistique chez les Indiens Cris d'Abitibi
3. M.Y. Léger.
5. Montréal.
6. Faculté des Lettres.
8. Linguistique.
9. Cris. Indien. Linguistique.

LOYOLA COLLEGE (Affiliated to the University of Montreal)

1. SPECIAL PROJECTS

Native Studies Course

Professor Gail Valaskakis is in charge of a course entitled Native Peoples of Canada, a series of lectures given by eminent persons followed by a discussion period. The topics dealt with in 1972 were:

- Introduction to the Course
  Gail Valaskakis, Loyola College.

- The Conquest of North America: Native Peoples and European Contact. G. William Craig, Director, Institute of Native North American Studies.

- The Native Experience Before Contact
  Ray Fadden, Six Nations Indian Museum.

- The Canadian Native Experience: The Impact and Implications of Contact Prior to 1967
  Bruce Trigger, Chairman, Department of Anthropology, McGill University.

- The Canadian Native Experience: 1867-1900
  Donald Kubesh, Department of History, Loyola College.

- The Canadian Native Experience: 1900-1950
  Ernest Benedict, North American Indian Travelling College.

- The Canadian Native Experience: 1950 to the Present
  Walter Currie, Department of Indian Studies, Trent University.

- The Opening of the North: 1940 to the Present
  Eric Gourdeau, Director, Man in the North Research Project, Arctic Institute of North America.

- Treaties in Historical Perspective
  Douglas Saunders, Faculty of Law, University of Windsor.

- Non-Treatied Areas and Native Peoples
  James O'Reilly, Legal Counsel, Indians of Quebec Association.

- Federal Policy and Native Peoples
  William Fox, Department of Indian Affairs and Northern Development, Ottawa.

- Native Political Organization, Past and Present
  Michael Mitchell, Indian Film Crew, National Film Board.

- Native Education in Canada: An Overview
  Velma Bourque, Regional Supervisor of Teaching, Department of Indian Affairs and Northern Development, Quebec.

- Native Education: Traditional Learning Patterns and their Implications for Native Students
  Peter Sindell, Department of Anthropology, McGill University.

- Northern Native Educational Experience: A Comparison of Developments in Greenland and Canada
  Charles Brant, Department of Anthropology and Sociology, Sir George Williams University.

- Indian Philosophy, Religion, Life-style
  The White Roots of Peace.

- Eskimo Philosophy, Religion, Life-style
  Elija Menarik, Producer, C.B.C. Northern Service.

- Native Art, Past and Present
  Robert Houle, graduate student, McGill University.

- Native Oral Tradition and Music, Past and Present
  Gail Valaskakis, Department of Communication Arts, Loyola College.

- Education: What is Being Done? What Can be Done?
  Panel of Native Students Attending McGill University.

- Native Rights: What is Being Done? What Can be Done?
  Max Gros-Louis, Secretary-Treasurer, Indians of Quebec Association.

- The North: What is Being Done? What Can be Done?
  Peter Murdoch, Féderation des Cooperatives du Nouveau Québec.

- The Contemporary Situation: Native People and Change--
  The City, Media, etc.
  Duke Redbird, Toronto.

2. CLASSES

HISTORY:

977. The Native peoples of Canada
    2. Full Credit. Undergraduate.
    3. Gail Valaskakis. 1972
    5. Loyola College.
    6. Arts and Science.
    7. Native Studies.
    8. History.
    9. History. Native peoples.

978. Native peoples from 1500 to the present
    2. Half credit. Undergraduate.
    3. G. Decarie.
    5. Loyola College.
    6. Arts and Science.
    7. Native Studies.
    8. History.
    9. History. Native peoples.

3. RESEARCH

(No information available.)

16. UNIVERSITY OF OTTAWA - UNIVERSITE D'OTTAWA

16.1 SPECIAL PROJECTS

Program In Linguistics for Speakers of Eskimo

A committee of five members of the Linguistics Department, University of Ottawa, has proposed to offer a programme in Linguistics for Speakers of Eskimo.

A formal training in linguistics being an absolute prerequisite to the scientific approach in language studies and because the description, codification, and standardization of a language can only be done efficiently by native speakers, it was felt that formal training in linguistics would prove most valuable for newspaper editors, translators, Eskimo language teachers, primary school teachers, and others.

Such a training is essential for creating language courses: Eskimo courses for non-Eskimos, French and English course for Eskimos and Eskimo courses for Eskimos. Various interdisciplinary studies have shown that a better understanding of a language means a better understanding of the people using that language.

The special programme in Linguistics for Speakers of Eskimo would have the following admission requirements.

- a working knowledge of English,
- grade 13 or grade 11-12 with good marks in Languages and Mathematics and a letter of recommendation from a high school teacher or a professional in the field,
- special admission would be granted to persons with experience in work with the Eskimo language and a recommendation from a professional in the field.

For the first year of the programme the group of students is to be limited to twelve taking the following course programme:

1. the four compulsory courses of a minor in Linguistics, i.e.
    - Introduction to General Linguistics
    - General Phonology
    - General Phonetics
    - Morphology and Syntax
    - Introduction to Historical Linguistics
    - Semantics

2. one and one-half compulsory courses directly related to this program, i.e.

   - Elementary/Intermediate Eskimo: Eskimo students in this course learn about the teaching of the language, act as informants and, in a general way, deal with questions about their language.

3. one-half optional courses.

At the completion of the programme, successful candidates receive a certificate to certify that the candidate has fulfilled the requirements of a Minor in Linguistics and has studied the linguistic structure of the Eskimo language.

The Department of Linguistics at the University of Ottawa has the library resources necessary for such an undertaking and with Professor Hofman, Professor Lefebvre, Professor Paillet, M. Uvilug, and L. Sommaktug it has the personnel to contribute significantly to the program. Three other members of its staff, Rivero, Burnet, and Pavel have worked with the Eskimo language.

For 1973, an Eskimo Week is planned in conjunction with this course.

KEYWORDS: Eskimo linguistics program

16.2 CLASSES

ANTHROPOLOGY:

978a. Anthropological linguistics
2. Ideas of cultural anthropology. Linguistics problems in the framework of anthropology and linguistics; statistical methods.
Full credit. Graduate.
3. 1972.
5. Ottawa.
6. Graduate Studies.
7-8. Anthropology.
9. Anthropology. Linguistics.

LINGUISTICS:

979. Cree language course
2. Introduction to Indian dialects spoken in Canada.
Full credit. Undergraduate.
3. 1971-1972
5. Ottawa.
7-8. Linguistics.
9. Cree. Linguistics.

980. Elementary Eskimo
2. Full credit. Undergraduate.
3. M. Dyllug. G. Lefebvre. 1972
5. Ottawa.
6. Arts and Science.
7-8. Linguistics.
9. Eskimo. Linguistics.

981. Eskimo language course
2. Introduction to Canadian Eskimo dialects.
Full credit. Undergraduate.
3. 1971-1972
5. Ottawa.
6. Arts.
7-8. Linguistics.
9. Eskimo. Linguistics.

982. Eskimo linguistics
2. 1972-1973. Undergraduate.
3. M. Uyllug. G. Lefebvre. 1972-1973
5. Ottawa.
6. Arts and Science.
7-8. Linguistics.
9. Eskimo. Linguistics.

983. Intermediate Eskimo
2. 1972-1973 Undergraduate.
3. M. Uyllug. G. Lefebvre. 1972-1973
5. Ottawa.
6. Arts and Science.
7-8. Linguistics.
9. Eskimo. Linguistics.

16.3 RESEARCH

ANTHROPOLOGY:

984. Implications of environmental stress for strategies of developmental change among the Cree
2. Conflict in culture: problems of developmental change among the Cree. ed. by N.A. Chance. p. 11-32.
3. Norman A. Chance. 1968
5. Ottawa.
6. Arts and Science.
7. Canadian Research Centre for Anthropology.
8. Anthropology.
9. Anthropology. Cree. Culture. Sociology.

985. The Cree developmental change project: an introduction
2. Conflict in culture: problems of developmental change among the Cree, ed. by N.A. Chance. p. 1-9.
3. Norman A. Chance. 1968
5. Ottawa.
6. Arts and Science.
7. Canadian Research Centre for Anthropology.
8. Anthropology.
9. Anthropology. Cree. Culture. Sociology.

986. Friendship choice and leader constituency among the Mistassini-Waswanipi Cree
2. Conflict in culture: problems of developmental change among the Cree, ed. by N.A. Chance. p. 69-81.
3. David E.W. Holden. 1968
5. Ottawa.
6. Arts and Science.
7. Canadian Research Centre for Anthropology.
8. Anthropology.
9. Anthropology. Cree. Mistassini. Sociology. Waswanipi.

987. Community complexity and Indian isolation
2. Conflict in culture: problems of developmental change among the Cree, ed. by N.A. Chance. p. 33-45.
3. Roger Pothier. 1968
5. Ottawa.
6. Arts and Science.
7. Canadian Research Centre for Anthropology.
8. Anthropology.
9. Anthropology. Community. Indian. Sociology.

988. Some discontinuities in the enculturation of Mistassini Cree children
2. Conflict in culture: problems of developmental change among the Cree, ed. by N.A. Chance. p. 83-92.
3. Peter S. Sindell. 1968
5. Ottawa.
6. Arts and Science.
7. Canadian Research Centre for Anthropology.
8. Anthropology.
9. Anthropology. Cree. Culture. Mistassini. Sociology.

989. Occupation and life style in two minority communities
   2. Conflict in culture: problems of developmental change among the Cree, ed. by N.A. Chance. p. 47-67.
   3. Adrian Tanner. 1968
   5. Ottawa.
   6. Arts and Science.
   7. Canadian Research Centre for Anthropology.
   8. Anthropology.
   9. Anthropology. Community. Sociology.

990. Eskimos of the Canadian Arctic
   3. V. Valentine. F. Vallee. 1968
   5. Ottawa.
   6. Arts and Science.
   7-8. Anthropology.
   9. Arctic. Eskimo.

991. Acculturation, identification, and psychopathology among the Cree Indian youth
   2. Conflict in culture: problems of developmental change among the Cree, ed. by N.A. Chance. p. 93-104.
   3. Ronald M. Wintrob. 1968
   5. Ottawa.
   6. Arts and Science.
   7. Canadian Research Centre for Anthropology.
   8. Anthropology.
   9. Acculturation. Cree. Psychology.

COMMERCE AND ECONOMICS:

992. De chasseurs à prolétaires: la participation des indiens Cris à l'économie salariale des blancs dans le centre du Québec
   2. Les Cris du Québec. ff. 53-76. Projet ARDA No. 34002.
   3. Ignatius E. LaRusic. 1968
   5. Ottawa.
   6. Arts and Science.
   7. Ministère de l'Expansion économique régionale.
   8. Economie.
   9. Central Québec. Chasseurs. Cris. Economie. Sociologie.

993. Education et conflit d'identité chez les jeunes Cris
   2. Les Cris du Québec. ff. 77-122. Projet ARDA No. 34002.
   3. Ronald M. Wintrob. Peter S. Sindell. 1968
   5. Ottawa.
   6. Arts and Science.
   7. Ministère de l'Expansion économique régionale.
   8. Economie.
   9. Cris. Education. Psychologie. Sociologie.

HEALTH SCIENCES:

994. Stresses of change and mental health among the Canadian Eskimo
   2. Archives of Environmental Health, 1968, 17, 565-570.
   3. F. Vallee.
   5. Ottawa.
   6. Arts and Science.
   7. Anthropology.
   8. Health Sciences.
   9. Eskimo. Mental health.

995. Eskimo theories of mental illness in the Hudson Bay region
   2. Anthropologica. 1966, 8, 53-84.
   3. F. Vallee. 1966
   5. Ottawa.
   6. Arts and Science.
   7. Anthropology.
   8. Health Sciences.
   9. Eskimo. Hudson Bay. Mental health.

LAW:

996. The law of the sea of the Arctic
   3. Donat Pharand. 1971
   5. Ottawa.
   6. Faculty of Law.
   7-8. Law.
   9. Arctic. Law. Ocean.

LINGUISTICS:

997. Sémantique de la chasse et de la pêche chez les Esquimaux du Nouveau Québec
   3. Joanne Chevrier. M.A. student.
   5. Montreal.
   6. Arts and Science.
   7-8. Linguistique.
   9. Chasse. Esquimau. Linguistique. Nouveau-Québec. Pêche.

998. Multi-dialectal dictionary
   2. Inuit Tapirisat. Indian Eskimo Association.
   3. R. Hofmann, Department of Linguistics, students and native peoples. 1971-1972
   5. Ottawa.
   6. Arts and Science.
   7-8. Linguistics.
   9. Eskimo. Linguistics.

999. Dictionnaire et grammaire Crise
   2. M.A. thesis.
   3. Louis Philippe Vaillancourt. 1972
   5. Ottawa.
   6. Arts and Science.
   7-8. Linguistique.
   9. Cris. Linguistique.

PSYCHOLOGY:

1000. Suggestions for psychological research among the Eskimo
   2. Ontario Psychological Association Quarterly, 1961, 14, p. 39-45.
   3. F. Vallee. 1961
   5. Ottawa.
   6. Arts and Science.
   7. Anthropology.
   8. Psychology.
   9. Eskimo. Psychology.

SAINT PAUL UNIVERSITY (Affiliated with the University of Ottawa)

1. SPECIAL PROJECTS

Canadian Research Centre for Anthropology

From 1965-1966 on, until 1972, the Canadian Research Centre for Anthropology of Saint Paul University engaged in a wide range of northern research activities. Under the Northern Research Grants Programme of the Department of Indian Affairs and Northern Development, it received funds for northern research. The funds were divided in three ways: (a) microfilming of mission records; (b) the James Bay project, a socio-religious study in northern Ontario and northern Quebec; (c) a travel and grant fund for young social scientists.

The Centre took part in conferences, meetings, publications, and research concerning northern education and development. Also a study was directed to the problem of squatting (illegal occupation of land). One part of that study concerned itself with Whitehorse, another part with northern Ontario.

KEYWORDS: Northern Research Centre

2. CLASSES

ANTHROPOLOGY:

1001. Regional ethnography: Indians and Eskimos of America
    2. Full credit. Undergraduate.
    3. 1972-1973
    5. Saint Paul.
    6. Institute of Mission Studies.
    7. Ethnography.
    8. Anthropology.
    9. Anthropology. Eskimo. Ethnology. Indian.

3. RESEARCH

ANTHROPOLOGY:

1002. Kabloona and Eskimo in the Central Keewatin
    3. Frank Vallee. 1962
    4. Ottawa.
    5. Saint Paul.
    6. Arts and Science.
    7-8. Anthropology.
    9. Anthropology. Eskimo. Keewatin. White.

1003. Indians in the city
    3. Mark Nagler. 1970
    5. Saint Paul.
    7. Canadian Research Centre for Anthropology.
    8. Anthropology.
    9. Anthropology. Community. Indian.

1004. Conflict in culture: problems of developmental change among the Cree
    3. N. Chance. 1968
    5. Saint Paul.
    7. Canadian Research Centre for Anthropology.
    8. Anthropology.
    9. Anthropology. Cree. Culture. Sociology.

1005. Eskimo Townsmen
    3. John and Irma Honigmann. 1965
    5. Saint Paul.
    7. Canadian Research Centre for Anthropology.
    8. Anthropology.
    9. Anthropology. Eskimo. Frobisher Bay.

1006. The Métis of the Mackenzie District
    3. R. Slobodin. 1966
    5. Saint Paul.
    7. Canadian Research Centre for Anthropology.
    8. Anthropology.
    9. Anthropology. Mackenzie. Métis.

1007. Study of Indians who have deliberately isolated themselves from contact with white men
    3. Polly Koezur. 1967
    5. Saint Paul.
    6. Arts and Science.
    7. Canadian Research Centre for Anthropology.
    8. Anthropology.
    9. Anthropology. Indian.

1008. Study of economic anthropology among Indians of Lac la Martre, N.W.T.
    3. Richard Schmidt. 1967
    5. Saint Paul.
    6. Arts and Science.
    7. Canadian Research Centre for Anthropology.
    8. Anthropology.
    9. Economic Anthropology. Indian. Lac la Martre. Northwest Territories.

1009. Review of social science research in the Canadian middle and arctic North, with special reference to studies of Indian and Eskimo women
    3. Julie Cruikshank. 1967
    5. Saint Paul.
    6. Arts and Science.
    7. Canadian Research Centre for Anthropology.
    8. Anthropology.
    9. Arctic. Eskimo. Indian. Middle North. Social science.

1010. Compilation of a bibliography for regional development in northern Ontario
    2. Regional Development Branch.
    3. Dick Bucksar. 1967
    5. Saint Paul.
    6. Arts and Science.
    7. Economics.
    8. Anthropology.
    9. Bibliography. Northern development. Northern Ontario.

1011. Continuing study of social and cultural change among Indians in northern Ontario
    3. John Trudeau. 1967
    5. Saint Paul.
    6. Arts and Science.
    7. Canadian Research Centre for Anthropology.
    8. Anthropology.
    9. Culture. Indian. Northern Ontario. Sociology.

1012. Study of adaptation of white residents to the North in the Mayo-Elsa-Keno area of the central Yukon
    3. Hilary White. 1967
    5. Saint Paul.
    6. Arts and Science.
    7. Canadian Research Centre for Anthropology.
    8. Anthropology.
    9. Adaptation. Central Yukon. Mayo-Elsa-Keno

1013. Northern realities
    3. J.R. Lotz. 1970
    5. Saint Paul.
    7. Canadian Research Centre for Anthropology.
    8. Anthropology.
    9. Northern development. Sociology. Yukon.

ECONOMICS:

1014. Study of resource management in the Great Slave Lake area of the Northwest Territories
   3. Roger Pearson. 1967
   5. Saint Paul.
   6. Arts and Science.
   7. Canadian Research Centre for Anthropology.
   8. Economics.
   9. Great Slave Lake. Management development. Northwest Territories.

HISTORY:

1015. The most ancient Eskimos
   3. L. Oschinsky. 1964
   5. Saint Paul.
   7. Canadian Research Centre for Anthropology.
   8. History.
   9. Eskimo. History.

LINGUISTICS:

1016. ATII - Parlez Esquimau
   3. E. Trinel. O.M.I. 1970
   5. Saint Paul.
   7. Canadian Research Centre for Anthropology.
   8. Linguistics.
   9. Esquimau. Linguistique.

1017. Dictionnaire - Français-Esquimau/Esquimau-Français
   3. A. Thibert. O.M.I. 1955
   5. Saint Paul.
   7. Canadian Research Centre for Anthropology.
   8. Linguistics.
   9. Dictionnaire. Esquimau. Linguistique.

1018. Dictionary - English-Eskimo/Eskimo-English
   3. A. Thibert. O.M.I. 1969
   5. Saint Paul.
   7. Canadian Research Centre for Anthropology.
   8. Linguistics.
   9. Dictionary. Eskimo. Linguistics.

17. UNIVERSITE DU QUEBEC

17.1 SPECIAL PROJECTS

Centre de Recherche du Moyen-Nord

Le Nord québécois est une réalité qui doit s'intégrer au territoire global du Québec et dont la mise en valeur a une signification très importante dans le développement de l'économie du Québec. La recherche nordique est un des secteurs que semblent privilégier un grand nombre de chercheurs a l'Université du Québec à Chicoutimi. Un très grand nombre de projets de recherche ne sont pas incompatibles avec une telle orientation. La plupart des professeurs sont conscients que le développement de la recherche nordique à Chicoutimi constituerait une excellente orientation et mettait à profit les compétences et les ressources existantes, aussi bien à l'université que dans la région du Saguenay-Lac-Saint-Jean. Il s'agit donc d'un axe de développement de la recherche à Chicoutimi tout à fait pertinent qui assurerait une certaine diversification de la recherche a l'Université du Québec à Chicoutimi tout en lui assurant une complémentarité certaine avec les autres unités constituantes de l'Université du Québec.

Définition du Moyen-Nord

De nombreux centres de recherche se sont orientés vers l'étude des territoires arctiques du Canada, peu se sont principalement intéressés à la zone hémi-arctique ou au Moyen-Nord. Le Moyen-Nord est essentiellement compris entre le 50ième et 58ième degré de latitude nord, soit une zone d'environ 450 milles de largeur. On y trouve la plus grande partie des mines du Canada, la forêt boréale, de grandes rivières à harnacher pour la production hydro-électrique. De nombreux indiens du Canada habitent cette zone qui, dans l'avenir, prendra beaucoup d'importance pour la récréation, en particulier la pêche et la chasse. Il est nécessaire d'envisager la planification du développement de ces régions d'une façon globale, sans le mutiler ou l'abimer, en tenant compte des principaux habitants du Moyen-Nord, les Indiens.

Le projet d'établissement d'un centre de recherche nordique axé principalement sur le développement du Moyen-Nord a une grande importance pour l'orientation future de l'établissement; plusieurs activités actuelles de recherche sont susceptibles d'être regroupées en vue de la poursuite concertée d'un grand objectif commun, compte-tenu des ressources humaines et financières.

Les Objectifs du Centre

Les objectifs du Centre de Recherche du Moyen-Nord sont les suivants:

1. assurer le développement de la recherche nordique a l'Université du Québec à Chicoutimi, la seule institution universitaire dans le Pré-Nord, à la porte du Moyen-Nord. Il apparaît clairement qu'orienter ses recherches vers ce Moyen-Nord correspond à un fait géographique et à l'insertion réaliste de l'université dans son milieu.

2. aider à la formation de personnel et de cadres spécialises pour l'éducation et le développement des autochones à la mise en valeur de leur territoire. A cette fin il faut:

   - encadrer les étudiants et leur offrir des services de soutien et d'équipement pour la préparation de thèses de deuxième et de troisième cycles;

   - offrir aux chercheurs de l'Université du Québec à Chicoutimi, des autres constituantes et d'autres organismes des services pour des recherches plus efficaces.

3. promouvoir la coordination et la planification des projets de recherche et de développement compte tenu des priorités des autres équipes de chercheurs à l'Université du Québec, dans les autres universités et dans les services gouvernementaux provincial et fédéral. A cette fin, il est nécessaire au départ de:

   - aider à mettre sur pied une banque d'information nordique en collaboration avec tous les autres organismes provinciaux intéressés. Le stockage et le traitement des données se feraient par ordinateur;

   - organiser des colloques, conférences, cours intensifs portant sur le Nord.

I. Les Programmes de Recherche Majeurs et le Nom de Leurs Directeurs:

- Productivité biologique - M. Christian Cholette.
- Etudes amérindiennes - M. David Cooter et M.M. Kolles.
- Géologie économique du Bouclier canadien - M. Jayanta Guha.
- Physique de la basse atmosphère - M. René Verreault.
- Etudes urbaines et géographiques - M. Peter Foggin.
- Etudes économiques - M. Sergieh Moussally.
- Etudes pédagogiques - M. André Renaud, O.M.I.

II. Les Projets à L'Interieur des Programmes Ci-haut Mentionnés et le Nom de Leurs Directeurs:

Productivité biologique:

- Etudes cytologiques et historiques des organes osmorégulateurs de l'ouananiche et des salmonidés apparentés. - M. Gaston Chevalier
- Etude de l'osmorégulation chez l'ouananiche. - M. Christian Cholette
- Etude bioénergétique sur les fourmis du Québec. - M. André Francoeur
- Histologie comparée, phylogénèse systématique des bassins néarctique du sous-ordre des *Ostariophysi*. - M. Gérard Mahy
- Ostéologie comparée et phylogénèse des bassins néarctiques du sous-ordre des *Salmonoidea*. - M. Gérard Mahy
- Biologie de la reproduction de l'ouananiche et ses hybrides. - M. Denis Larrivée
- Typologie moléculaire de l'ouananiche et salmonidés apparentés. - M. Christian Richard
- Etude paléoécologique du bassin du lac Tchitogama. - M. Pierre Richard.
- Etude sur la bioénergétique des fourmis. - ------

III. Etudes Amérindiennes:

- Publication et études critiques de manuscrits montagnais - M. Léonidas Larouche;
- Préparation d'un dictionnaire anthropologique et ethnologique des tribus algonquiennes du Nord du Québec - M. Jean-Paul Simard;
- Préparation d'un dictionnaire illustré montagnais-anglais-français - M. David Cooter;
- Linguistique structurale des langues algiques - M. Dermot Collis;

- Ethnohistoire des montagnais de 1947 a 1760 - Raynald Parent, thèse de maîtrise à l'Université Laval sous la direction de M. Gérard McNulty et recherches au Centre de Recherche du Moyen-Nord à Chicoutimi sous la direction de M. Jean-Paul Simard;

- Etudes ethnolinguistiques des Indiens de Mingan - Serge Bouchard, recherches au Centre de Recherche du Moyen-Nord pour une maîtrise à l'Université Laval sous la direction de M. Gérard McNulty.

IV. Géologie Economique du Bouclier Canadien:

- Etude métallogénique de la région de Chibougamau - M. Jayanta Guha;

- Analyse microtectonique de certaines mines de la région de Chibougamau - M. Denis Roy;

- Géochimie des roches sédimentaires du bassin de Mistassini en relation avec les indices de zinc - M. Jayanta Guha;

- Etude pétrographique et économique de la partie sud du Fossé du Labrador - M. Gerard Woussen.

V. Physique de la Basse Atmosphère:

- Etude du micro-climat du Mont Valin en collaboration avec le Service de météorologie du Ministère des Richesses naturelles - M. René Verreault;

- Etude de l'évaporation et de la densité de la neige - M. René Verreault;

- Etude microscopique du Brouillard - M. Luan Phan Cong;

- Etude de la formation de couronne de glace - M. Luan Phan Cong.

VI. Etudes Economiques:

- Etablissement d'une banque de données sur le Nord du Québec visant entre autre choses à établir une comptabilité interrégionale - M. Peter Foggin et Paul Prévost;

- Atlas régional du Saguenay-Lac-Saint-Jean et de la zone périphérique mi-nordique - M. Ls-Marie Bouchard;

- Importance économique de la pêche à la ouananiche dans le Saguenay-Lac-Saint-Jean et sur la Côte-Nord - M. Paul Prévost;

- Développement économique de la ville de Matagami - Jean Poirier, thèse de maîtrise à l'Université d'Ottawa sous la direction du professeur, Benoît Robitaille.

VII. Autres Projets:

- Etude sur l'utilisation des plasmas pour l'extraction de métaux dans certains minerais - M. Paul Meubus;

- Etude du comportement de certains matériaux au froid et mise au point de joints spéciaux - M. Jean-Paul Sardin.

MOT-CLEF: Centre d'Etudes Nordiques

Etudes Pédagogiques

Cette esquisse de projet de formation académique et professionnelle pour candidats autochtones du Moyen-Nord à la carrière d'enseignants, à l'intérieur du Module "Enseignement élémentaire" a l'UQAC. UQAC (Université du Québec à Chicoutimi) a été soumise par André Renaud, o.m.i.

A la lumière des expériences conduites récemment en Alaska, aux Territoires du Nord-Ouest et à l'Université de Brandon, au Manitoba, et selon les practiques courantes de l'Université du Québec dans ses constituantes, la formation professionnelle et l'éducation académique continue des Indiens et Esquimaux intéressés à l'enseignement pourraient s'organiser en deux phases.

Premiere phase - Septembre-Avril. Au plan régional et conjointement initiation des candidats aux études du premier cycle et à l'enseignement élémentaire:

1. les candidats indiens anglophones de la Baie James sont groupés dans un centre scolaire de leur région, v.g. Fort-George; de même les candidats esquimaux à Povungnituk, les francophones à Roberval, Baie-Comeau et Sept-Iles (centres déjà desservis par UQAC);

2. a Fort George et Rovungnituk, un professeur universitaire (bilingue sinon trilingue) capable d'initier les candidats tant à la Psychopédagogie qu'à l'étude de l'Anthropologie culturelle illustrée par la culture régionale (ou encore la Linguistique, l'Histoire régionale, etc.). Les postes francophones pourraient

être desservis par une équipe volante à partir de Chicoutimi (au moins pour Roberval) ou de la Côte-Nord;

3. après accord avec les autorités concernées et avec le concours d'enseignants compétents, les candidats passeraient de 12 à 15 heures dans des salles de classe élémentaire, du mardi au jeudi, pour observer, puis aider et éventuellement prendre en charge occasionnellement. Le lundi et vendredi et à la fin des autres après-midi, travail de réflexion et d'analyse psychopédagogique avec le professeur titulaire, études académiques, etc.

Deuxieme phase - Mai-Août. Tous les candidats sont groupés sur le campus de l'UQAC.

1. Ils terminent au besoin les cours de la première phase.

2. Ils participent à des cours de Didactique de l'élémentaire dirigés par des professeurs réguliers du module intéressés à l'expérience.

3. Au besoin, ils suivent des cours de récupération.

4. Si capables et désireux, ils s'inscrivent dans un cours régulier du premier cycle avec les autres étudiants estivaux.

Au terme de l'expérience, les candidats ayant réussi et qui le désirent pourraient recevoir un premier brevet et commencer leur carrière. Les autres pourront poursuivre leurs études selon une formule à déterminer éventuellement.

MOT-CLEF: Formation d'enseignants autochtones

17.2 COURS

EDUCATION:

1019. L'éducation des amérindiens au Québec
2. Analyse de ce qui se passe aujourd'hui en education des Indiens et des Esquimaux au Québec. Etude des structures gouvernementales, tant fédérales que provinciales; de qui dépend la scolarisation des amérindiens ainsi que de leurs objectifs et programmes respectifs.
3. 1972
5. Québec à Chicoutimi.
6. Centre d'Etudes Amérindienne.
7-8. Education.
9. Amérindien. Education.

1020. Action pédagogique en milieu amérindien
2. Identification empirique et explication anthropologique des comportements amérindiens en classe plus particulièrement ceux ayant trait à la motivation et à la communication entre maître et écoliers.
3. 1972
5. Québec à Chicoutimi.
6. Centre d'Etudes Amérindienne.
7-8. Education.
9. Amérindien. Education.

GEOGRAPHIE:

1021. Le monde nordique
2. Etude des différents facteurs qui délimitent et identifient le monde nordique; étude détaillé du nord du Québec - Labrador.
3. 1972
5. Québec à Chicoutimi.
7-8. Géographie.
9. Géographie. Labrador. Monde nordique. Nouveau-Québec.

HISTOIRE:

1022. Le Nouveau-Québec
2. L'avenir est le Nord. Jeu des frontières qui se déplacent; juridictions gouvernementales qui s'entrecroisent. Les Indiens du Nouveau-Québec. Les decouvreurs, les voyageurs, les géologues, les archéologues et les ingénieurs. Le Saguenay renoue des liens anciens avec le Nouveau-Québec.
3. 1972
5. Québec à Chicoutimi.
7-8. Histoire.
9. Histoire. Indien. Nouveau-Québec.

1023. Le développement de la Côte-Nord
2. Première contrée à l'interieur du continent que visitent les blancs, elle est la dernière en date dont ils exploitent les richesses. La Côte-Nord avant 1950. Elle se découvre une nouvelle mission. Ses mines et son électricité l'ouvre au monde.
3. 1972
5. Québec à Chicoutimi.
7-8. Histoire.
9. Côte-Nord. Histoire.

1024. Le Saguenay et la traite des fourrures, 1500-1842
2. La civilisation primitive des Indiens au Saguenay et l'impact produit par l'apparition subite, au XVIe siècle du commerce des fourrures. Les pelleteries du Saguenay dans la vie économique et politique de la Nouvelle-France. Ce monopole commercial retarde, jusqu'en 1842, l'apparition de la colonisation dans la contrée.
3. 1972
5. Québec à Chicoutimi.
7-8. Histoire.
9. Histoire. Indien. Saguenay. Traite des fourrures.

LINGUISTIQUE:

1025. Geographie linguistique amérindienne
2. Distribution géographique des familles linguistiques amérindiennes en amérique du nord. La famille algonquine: Distribution géographique, peuplades des Pieds-noirs et des Montagnais. Les toponymes: signification et classification.
3. 1972
5. Québec à Chicoutimi.
7-8. Linguistique.
9. Algonquin. Amérindien. Géographie. Linguistique. Montagnais. Pieds-noirs.

1026. Didactique de l'enseignement de la langue maternelle à l'élémentaire
2. Eléments de linguistique appliquée aux langues amérindiennes du territoire québécois. Méthodes recommandées pour l'enseignement de ces langues à différents niveaux.
3. 1972
5. Québec à Chicoutimi.
6. Centre d'Etudes Amérindienne.
7-8. Linguistique.
9. Amérindien. Linguistique.

17.3 RECHERCHE

COMMERCE ET ECONOMIE POLITIQUE:

1027. Analyse socio-économique et juridique de la localisation de la main d'oeuvre et de la population indienne de la région de la Baie James, et du territoire du Nouveau-Québec
3. 1972
5. Québec à Chicoutimi.
6. Centre d'Etudes Amérindienne.
8. Economie.
9. Baie James. Droit. Economie. Indien. Nouveau-Québec. Sociologie.

HISTOIRE:

1028. Ouvrage de synthèse sur les Montagnais
2. Etape finale; un ouvrage de synthèse, de portée générale. La préhistoire et l'histoire des Montagnais; leurs coutumes et usages; leur religion et leur chants; la langue et son evolution; sa morphologie etc. Toponyme montagnaise depuis Québec jusqu'au Labrador.
3. Lorenzo Angers. Léonidas Larouche. Paul Troesler. Robert Simard. Jean-Claude Drolet. Jean-Paul Simard. 1972
5. Québec à Chicoutimi.
7-8. Histoire.
9. Anthropologie. Histoire. Montagnais.

1029. Etude comparée de manuscrits

2. Apparat ou Dictionnaire francais - montagnais de P. Laure. (1722). Grammaire montagnaise et dictionnaire montagnais-latins, latins montagnais de J.B. de LaBrosse. (1766-1772). Dictionnaire montagnais-francais de P.G. Lemoine. (1907). Le travail est commencé mais pas très avancé. Ces manuscrits constituent une étape importante dans l'étude de l'évolution de la langue depuis Silvy jusqu'à nos jours. Ces dictionnaires sont en même temps desgrammaires et des traités d'ethnologie.
3. Lorenzo Angers. Léonidas Larouche. Paul Troesler. Robert Simard. Jean-Claude Drolet. Jean-Paul Simard. 1972
5. Québec à Chicoutimi.
7-8. Histoire.
9. Dictionnaire. Français. Linguistique. Montagnais.

1030. Préparation et publication de "30 Ans Au Pays Des Montagnais" (1672-1702)

2. Il s'agit de la description de trente années de ministère passées au Saguenay par le père François de Crespieul, s.j. Ce livre a été écrit par M. Lorenzo Angers; nous avons à faire les retouches et les corrections également les index. L'ouvrage est avancé.
3. Lorenzo Angers. Léonidas Larouche. Paul Troesler. Robert Simard. Jean-Claude Drolet. Jean-Paul Simard. 1972
5. Québec à Chicoutimi.
7-8. Histoire.
9. Histoire. Montagnais.

1031. Préparation et publication du Dictionnaire Montagnais-Français de Antoine de Silvy s.j. (colligé entre 1678 et 1688)

2. La transcription de ce dictionnaire est terminée; reste la correction, les notes etc. Le manuscrit est présentement entre les mains de Gordon N. Day, Ethnology Division, Ottawa. Nous l'avons fait revenir; et malgré tout l'intérêt qu'on lui porte a Ottawa, nous l'aurons très prochainement.
3. Lorenzo Angers. Léonidas Larouche. Paul Troesler. Robert Simard. Jean-Claude Drolet. Jean-Paul Simard. 1972
5. Québec à Chicoutimi.
7-8. Histoire.
9. Dictionnaire. Français. Linguistique. Montagnais.

1032. Préparation et publication du Misselleanorum Liber. (1691-1780)

2. La transcription en est déjà commencée et devrait etre terminée dès le printemps prochain. Restera alors à faire la présentation, les notes explicatives et les index.
3. Lorenzo Angers. Léonidas Larouche. Paul Troesler. Robert Simard. Jean-Claude Drolet. Jean-Paul Simard. 1972
5. Québec à Chicoutimi.
7-8. Histoire.
9. Histoire. Linguistique. Littérature.

1033. Préparation et publication du Second Registre de Tadoussac (1669-1691)

2. La transcription en est terminée. Nous avons à corriger le texte, ajouter une présentation et les notes explicatives. Il faudrait également un index. M. Auger des Archives du Québec nous a offert de le publier dans les Rapports des Archives du Quebec.
3. Lorenzo Angers. Léonidas Larouche. Paul Troesler. Robert Simard. Jean-Claude Drolet. Jean-Paul Simard. 1972
5. Québec à Chicoutimi.
7-8. Histoire.
9. Histoire. Tadoussac.

1034. Préparation et publication du Dictionnaire Montagnais-Français de Bonaventure Favre, s.j. (1695-1696)

2. La transcription de ce dictionnaire est terminée; le manuscrit est entre les mains des responsables du Centre d'Etudes Nordiques de l'Université Laval. Un spécialiste langue Algonquine, M. Gérard McNulty, en fait la correction et les annotations nécessaire. Il doit sortir des Presses Universitaires Laval au courant de l'année.
3. Lorenzo Angers. Léonidas Larouche. Paul Troesler. Robert Simard. Jean-Claude Drolet. Jean-Paul Simard. 1972
5. Québec à Chicoutimi.
7-8. Histoire.
9. Dictionnaire. Francais. Histoire. Linguistique. Montagnais.

LINGUISTICS:

1035. Obviation in Odawa

2. Graduate student.
3. David Jones. 1972
5. Québec à Chicoutimi.
6. Arts and Science.
7-8. Linguistics.
9. Linguistics. Odawa.

18. QUEEN'S UNIVERSITY at KINGSTON

18.1 SPECIAL PROJECTS

Native Studies

In September 1972, The Faculty Board of the Faculty of Arts and Science adopted a "working paper" which explored three areas of concern. One of these areas (how to more equitably service the educational needs of native peoples by altering admission requirements) has been accepted by the University Senate. A second proposal (how to increase the representation of native content in courses already offered at Queen's) received agreement to consider knowledge of native life and culture in future faculty appointments.

The third and final area, one with the most substance, involved considering the establishment of a Native Service and Research Group at Queen's--the emphasis being upon assisting native persons and organizations to confront major problems facing them. Queen's University has a number of individual scholars, institutes and special facilities which might be made available to native peoples to assist them in the solution of some of their major and urgent problems.

There are at least two related aspects to this problem-solving role. The first is the rapid imparting of knowledge and skills to native persons so that they may confront these problems at the family, community, provincial and national levels. The second is the allocation of technical or complex portions of these problems to university staff for consultation, commentary, and research.

The major problem areas in native life, as understood from published statements and private conversation, are

1. Education
2. Local government and administration
3. Welfare and other social services
4. Community organization and leadership
5. Communications
6. Housing
7. Child care and health
8. Knowledge of Canadian law.

Departments and facilities at Queen's which are relevant to these problem areas are listed below.

1. Education: Faculty of Education; Departments of Extension, Psychology, and Sociology.

2. Administration: Institute of Local Government, School of Business, Department of Political Studies, Institute of Intergovernmental Relations.

3. Welfare: Department of Sociology.

4. Community Organization: Department of Sociology.

5. Communications: CFRC Radio Station and Interdisciplinary Communications Group (centred in Department of Electrical Engineering).

6. Housing: School of Urban and Regional Planning.

7. Child Care and Health: Department of Paediatrics, Psychiatry and Psychology.

8. Canadian Law: Faculty of Law.

Courses

With respect to courses (which should be relatively short and aimed at importing basic knowledge and skills), it is apparent that Queen's should be able to offer a high degree of competence to native students seeking a solution to many of these problems. The Faculty of Arts and Science has agreed to:

1. Enquire of the various departments and facilities at Queen's if they have interest in offering short (non-credit) courses in these problem areas, specifically oriented toward the needs of native individuals and groups.

2. Enquire whether staff at St. Lawrence College would have interest in participating in these courses.

3. Enquire of the various Indian groups in Ontario (Union of Ontario Indians, Association of Iroquois and Allied Indians, Ontario Non-Status Indian Association) and Indian/Eskimo groups in Canada (National Indian Brotherhood, Inuit Tapirisat, and the Native Council of Canada) whether they have interest in such courses. If so, we should ask for specific suggestions

regarding course content, duration, and structure.

4. Enquire whether the Department of Native Studies at Trent University has interest in participating in such courses, in "consortium," or in cooperation with us.

5. Enquire of the Donner Canadian Foundation if they have interest in such courses, and if they would consider, in principle, financially supporting them.

Service and Research

With respect to service and research, it is apparent that Queen's is in a position to accept the challenge of problem-solving in a number of these areas.

The Faculty of Arts and Science has agreed to:

1. Enquire of Faculty members at Queen's if they have interest in coming together to form a "Service and Research Group" which would be available to native groups or individuals for assistance in problem-solving. Initially this group need not be anything more elaborate than a loose team of interested and committed staff, willing to direct their skills, from time to time, towards problems raised by native people.

2. Enquire of the Donner Canadian Foundation if they have interest in financially supporting such a "Service and Research Group."

3. Enquire of the various native organizations if they have interest in such a group, and if so, we should ask their advice on its composition and structure.

4. Enquire of the Department of Native Studies at Trent University whether they have interest in participating in such a group in "consortium."

Any action on this third proposal can only take place after formal discussions with these numerous organizations.

KEYWORDS: Native Studies Program

Moose Factory Hospital

The responsibility for medical care to native people and to isolated areas has traditionally been taken by the Federal Government for several decades. It is an historical fact that the Federal Government did this but this responsibility has never been assigned constitutionally to the Federal Government. Although the Indian and Northern Health Service Branch of the Department of National Health and Welfare has made great progress, especially in the last 25 years, in controlling tuberculosis among Indians and Eskimos and in providing preventive and other health services in difficult circumstances and at tremendous per capita cost, the Federal Government has periodically had to reiterate that the programs were not available as a right, even though they were being provided virtually free of cost to the native users. The recently developed medical service coverage has meant that Indian Band members using Federal Health facilities are now being encouraged to take out group insurance schemes through band councils. This means that they can be expected to become responsible for what was provided as a charity because of their severe poverty.

Since January 1965 the Department of Paediatrics at Queen's University has sent a consultant to Moose Factory for two weeks, every two months. Moose Factory is on James Bay, 600 miles north of Toronto in sub-Arctic climatic conditions. During the time spent in the North problems accumulate for doctors to deal with and they make rounds with the staff, give teaching seminars with nurses, and usually visit a nursing station in one of the outlying communities as far as 500 miles away for a few days to check on the status of health of the children and adults to the best of their ability. Since it was initiated, collaboration has been enhanced in a number of ways, such as:

1. From the outset residents have accompanied staff.

2. Residents are now there at all times.

3. Medical students now go there for an elective period of two weeks.

4. Consultants in other disciplines have been brought into the scheme on a less regular basis; because the needs are less glaring in medicine and surgery as compared with the paediatric problems encountered. In the last two years the University of Western Ontario has also sent residents and medical students in specialities not covered by Queen's.

This type of service to northern hospitals is possibly feasible on an individual basis, but it is much better when an interested group or organization arranges to provide a service. There is a staff shortage which makes it difficult for the doctors to get away to courses and a replacement by a practitioner would be enthusiastically appreciated.

From the points of view of the Moose Factory staff and the University staff this collaboration has been heartily endorsed. They claim that the regular contact with a university centre relieves the feeling of isolation and improves the enthusiasm of the doctor and the care of the patient. They have been stimulated to set up a library committee and a pharmacy committee and to keep better records. The students see a good range of cases and also get a glimpse of socio-economic conditions whicn are peculiar to that part of our country. The residents take their responsibilities well, learn a great deal and have been so pleased that some of them have returned for periods of service after completion of training. Consultant staff have appreciated the new horizons encountered away from an academic setting and have been able to carry out a number of research projects.

KEYWORDS: Medical Service

18.2 CLASSES

LAW:

1036. Law of treaties
2. Focuses on the nature of international agreements and their role in international legal order. Some emphasis placed on problems of particular concern to Canada, including the legal status of agreements made with Canadian Indians.
Half credit. Graduate. Winter session.
3. 1972
5. Queen's
6. Graduate Studies.
7-8. Law.
9. Indian. Law.

POLITICAL SCIENCE:

1037. Problems of the North
2. History of the North, theories of northern development, characteristics of northern environment, northern resources, peoples of the North, administration of the North, sovereignty and security, the Danish North, the Norwegian North, the Soviet North, the American North, the Arctic in international politics (models, cooperation and conflict in the Arctic).
Full credit. Graduate. Winter session.
3. Nils Orvik. 1972
4. Kingston.
5. Queen's
6. Arts and Science.
7-8. Political Science.
9. History. North. Political Science.

1038. Rights and civil disobedience in Canada
2. Examines relationships between authority and individuals and groups. Includes a brief introduction to subject of civil rights. Major part of course consists of an examination of Canadian problems. Topics to be discussed include: the legal rights of Indians and the ombudsmen in Canada.
Half credit. Undergraduate. Second term.
3. C.E.S. Franks. 1972
5. Queen's
6. Arts and Science.
7-8. Political Science.
9. Civil rights. Law. Political Science.

1039. Social problems
2. Analysis of selected problems in Canadian society. Focus is on structural barriers that effectively exclude certain persons and groups from full participation in various sectors of society. Canadian nationalism, poverty, and relations with native peoples are some of the issues that will be covered.
Full credit. Undergraduate.
3. 1972.
5. Queen's.
6. Arts and Science.
7-8. Sociology.
9. Political Science. Sociology.

18.3 RESEARCH

ANTHROPOLOGY:

1040. Algonquians
2. Resource program dealing with Indians.
3. C.H.D. Clarke.
4. Ontario.
5. Queen's.
6. Arts and Science.
7-8. Anthropology.
9. Algonquian. Anthropology. Indian.

1041. Temne and Eskimo perceptual skills
2. International Journal of Psychology, 1966, 1, p. 207-229.
3. J.W. Berry. 1966
5. Queen's.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Eskimo. Psychology. Temne.

BIOLOGY:

1042. Genetic marker studies and demographic studies
2. International Biological Program.
3. Phyllis J. McAlpine. Nancy E. Simpson. March 1972
5. Queen's.
6. Arts and Science.
7-8. Biology.
9. Biology. Demography. Genetics.

COMMUNICATIONS:

1043. The question of the cost/benefits of delay in exploiting North Slope oil
3. CIGGT. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Alaska. Economics. Petroleum.

1044. The rail transport of arctic natural gas at LNG
3. CIGGT. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Oil Railway. Engineering. Petroleum. Transportation.

1045. Social aspects of the proposed arctic railway
3. CIGGT. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Oil Railway. Sociology. Transportation.

1046. Revision of the detailed report (interim report) on the arctic oil railway
3. CIGGT. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Engineering. Transportation.

1047. Detailed route analysis of selected rail routes laid out on maps and air photos
3. CIGGT. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Oil Railway. Engineering. Transportation.

1048. Modification of the CN Network (LP) Model to include the effects of the proposed railway
3. CIGGT. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Oil Railway. Engineering. Transportation.

1049. Minimum petroleum products necessary to justify a railway to the Arctic Coast
3. CIGGT. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Coast. Arctic Oil Railway. Petroleum. Transportation.

1050. Train operations on the Arctic Railway (especially train length, speed, power)
3. CIGGT. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Oil Railway. Engineering. Transportation.

1051. Right of way construction. Supplementary Report No. 1 to "Railway to the Arctic"
3. J.E. Charles. R.W. Lake. W.G. Pearce. C.E. Law. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Oil Railway. Engineering. Transportation.

1052. "Economic impacts of the Arctic Oil Railway," Supplementary Report No. 2, to "Railway to the Arctic"
3. J.A. MacDonald. J.R. Baldwin. R.E. Olley. R.E. Woods. R.W. Lake. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Oil Railway. Economics. Transportation.

1053. Costs and profitability of the Arctic Oil Railway. Supplementary Report No. 3, to "Railway to the Arctic"
3. R.W. Lake. E.R. Corneil. R.E. Olley. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Oil Railway. Economics. Transportation.

1054. "Railway to the Arctic", Summary Report
3. C.E. Law. E.R. Corneil. R.W. Lake. H.O. Helmers. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Oil Railway. Transportation.

1055. Railway to the Arctic: a study of the operational and economic feasibility of a railway to move arctic slope oil to market
3. C.E. Law. July 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Arctic Oil Railway. Economics. Transportation.

1056. An analysis of the cost to the United States of a one year delay in the delivery of Alaskan North Slope Oil
3. B.G. O'Leary. R.W. Lake. C.E. Law. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Alaska. Economics. Petroleum.

1057. Alaska and the Arctic Oil Railway
3. J.A. McDonald. C.E. Law. R.W. Lake. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Communications.
9. Alaska. Arctic Oil Railway. Transportation.

ECONOMICS:

1058. Overall economic implications to the North of the proposed Arctic Railway
3. CIGGT. 1972
5. Queen's.
6. Canadian Institute of Guided Ground Transport.
8. Economics.
9. Arctic Oil Railway. Economics. Transportation.

EDUCATION:

1059. Post secondary educational opportunity for the Ontario Indian population
2. Study number 17, Ontario Commission on Post-Secondary Education, January 1972.
3. C. Evans. H. Rawlinson. (Environics Research Group)
5. Queen's.
6. Arts and Science.
7. Psychology.
8. Education.
9. Education. Indian.

INTER- AND MULTIDISCIPLINARY STUDIES:

1060. Quist: Evaluating the feasibility of developing a computer simulation model to aid in communications system planning for the North
2. Department of Communications.
3. J.C. Beal. 1972
5. Queen's.
6. Arts and Science.
7. Engineering. Psychology. Political Studies. Sociology. Business.
8. Interdisciplinary.
9. Communications. Computer. North.

PSYCHOLOGY:

1061. Ecology and socialization as factors in psychological response to culture contact and social change
2. The degree to which a group of people is able to accumulate food, their methods of rearing their children and some effects these have on the personality traits of independence and self-reliance.
Canada Council.
3. J.W. Berry. 1970
5. Queen's.
6. Arts.
7-8. Psychology.
9. Culture. Ecology. Psychology. Sociology.

1062. Cree - Ojibwa, Iroquois
2. Pattern of response to acculturation in Eastern Cree.
3. J.W. Berry.
4. James Bay.
5. Queen's.
6. Arts and Science.
7-8. Psychology.
9. Acculturation. Cree. Culture. Indian. Iroquois. James Bay. Ojibwa. Psychology.

1063. Social psychology: the canadian context
2. MES, 1972, section 3, "Native Peoples."
3. J.W. Berry. C.J.S. Wilde. 1972
5. Queen's.
6. Arts and Science.
7-8. Psychology.
9. Psychology. Sociology.

1064. Psychological research in the North
2. Anthropologica N.S. Vol. XIII; Nos. 1-2, 1971.
3. J.W. Berry. 1971
5. Queen's.
6. Arts and Science.
7-8. Psychology.
9. North. Psychology.

1065. Independence and conformity in subsistence-level societies
2. Journal of Personality and Social Psychology. 1967, 7, 415-418.
3. J.W. Berry. 1967
5. Queen's.
6. Arts and Science.
7-8. Psychology.
9. Psychology. Sociology.

19. UNIVERSITY OF SASKATCHEWAN

19.1 SPECIAL PROJECTS

Arctic Research and Training Centre

The Arctic Research and Training Centre was established at Rankin Inlet, Northwest Territories, by the Institute for Northern Studies, University of Saskatchewan, in 1967. For the first two years research and academic programs were conducted in borrowed buildings and classrooms with much of the accommodation being provided by Professor R.G. Williamson and his family who make their home in Rankin Inlet. Late in 1968, the presently-used building was shipped to Rankin Inlet in prefabricated units and set up in time to accommodate the 1969 program. The Donner Canadian Foundation was instrumental in making possible the acquisition of these facilities. A steady increase in demands upon the facilities of A.R.T.C. created a need for extension, and in the late fall of 1972, again with funds provided by the Donner Foundation, 1,040 square feet were added into the body of the building. This provided more library-seminar room space, more laboratory space, more catering, living-room and eating space, more bathroom and study-bedroom space. Two winter-condition Parcoll portable dwelling-units were also added to the facilities.

Programs

Throughout its existence the Arctic Research and Training Centre has provided accommodation, logistic support, and consultative services to scientists in a wide range of disciplines from all over North America and Europe. Studies in human and physical geography, wildlife management, geology, archaeology, psychology, ornithology, ecology, anthropology, engineering, biology, and economics are examples of the kinds of activities undertaken by individuals making use of the A.R.T.C. facilities. Also, the Centre is vitally involved in various other research activities supported by the Institute for Northern Studies and, in future, research in linguistics, permafrost, and climatology can be expected to be conducted at Rankin Inlet.

Each summer, as part of the summer school program of the University of Saskatchewan, courses are offered for degree credit. In recent years these have been in Contemporary Eskimo Anthropology and Eskimo language. The University and A.R.T.C. are expanding the summer course offerings in a variety of subject areas relevant to working and living in the North. In the summer of 1973, the degree credit course offerings of the University now also include a course in Arctic Geography at A.R.T.C. Graduate Student research is also advanced training, and much of this goes on at A.R.T.C.

Scholarships

For those students of demonstrated ability interested in undertaking graduate studies at the University of Saskatchewan and conducting research activities in the North Arctic, the Institute for Northern Studies offers annually several scholarships.

Musk-Ox scholarships are awarded to applicants with outstanding records. The value of a Musk-Ox scholarship is $3,000 for 12 months. Institute scholarships of $2,700 and $3,000 for 12 months are also available. An amount equal to about 20 per cent of the scholarships will normally be made available for support of the scholarship holder's research program.

Arctic Bursaries

Arctic Bursaries in the amount of $300 are available from the Institute for Northern Studies to those students wishing to take one of the six-week courses offered at A.R.T.C. in Rankin Inlet. Applications must be submitted to the Institute for Northern Studies at least six weeks in advance of the advertised date of commencement of each course.

Facilities

The *Arctic Research and Training Centre* provides 3,300 square feet of working and living space. It comprises a library-seminar room, a laboratory, study-bedrooms accommodating a total of 14 persons, a living-kitchen-dining area, storage room, and modern bathroom-laundry facilities, plus satellite accommodation for eight more people, warehousing and a 4-wheel drive vehicle. Winter and summer transportation by land and sea is available through the A.R.T.C. principle of employing local Eskimo people and their equipment.

Some field and laboratory equipment is available to support research activities at A.R.T.C. The staff is also prepared to assist in arranging for charter air transportation. Any needs for special equipment should be discussed well in advance of the field season with the staff of the Institute for Northern Studies and the Head of the *Arctic Research and Training Centre*.

Personnel

The Head of the *Arctic Research and Training Centre* is Professor R.G. Williamson, Associate Professor of Anthropology, University of Saskatchewan, and Associate of the Institute for Northern Studies.

Professor Williamson has spent many years in the Canadian Arctic and is a widely-known Eskimologist. He is resident in Rankin Inlet during most of the year but may be in Saskatoon during part of the winter.

A.R.T.C. employs a secretary and a cook-house-keeper. Additional staff is employed when warranted to help in research or to care for residents and plant.

Financial Support

The *Arctic Research and Training Centre* is operated and supported by the Institute for Northern Studies, University of Saskatchewan. Summer operations are recovered by an accommodation fee charged at cost.

Indian and Northern Education Program

Historical Background

The *Indian and Northern Education Program* had its start in the summer of 1961, when a special course was organized for teachers working--or about to work--for the Northern Area School Administration of the Provincial Department of Education or for the Saskatchewan Regional Office of the Federal Department of Citizenship and Immigration. In the fall of 1960, senior officials of both agencies had expressed to the authorities of the University their concern for the high turnover of teachers in Indian and northern communities and, more particularly, for the extremely high drop-out rate of pupils of Indian ancestry. Thus was born the first edition of what is now labelled EDIND. 357--"The School Program in Indian and Northern Communities."

Designed as an experimental session to help experienced teachers reframe their experience and to orient teachers newly recruited to teach children of Indian background, it proved immediately successful and led to the gradual and organic development of the *Indian and Northern Education Program*. The instructor, Father André Renaud O.M.I., was secconded from the Oblate Fathers' Indian and Eskimo Education and Welfare Commission, where he had been superintendent of schools and research director for the previous ten years. In the spring of 1962, EDIND. 457 was added to the summer session and 357 was offered during the year both on campus and at Prince Albert. The B.Ed. Program was established in cooperation with various departments in the Faculty of Arts and Science, particularly with the newly-established Department of Archaeology and Anthropology, under the direction of Dr. Zenon Pohorecky.

The summer of 1964 saw the foundation of the Society for Indian and

Northern Education (S.I.N.E.) by the graduates and students of 357 and 457 and the establishment on campus of the Indian and Northern Curriculum Resources Centre. The Centre was financed initially by grants from the Provincial Chapter of the I.O.D.E., the Saskatchewan Indian Teachers' Association (S.I.T.A.), and the Indian Affairs Branch. It was staffed by Mrs. Marilylle Soveran who was also first editor of THE NORTHIAN.

In 1965, Father Renaud and Dr. Mitsuru Shimpo undertook a study of joint-schooling programs for Indians in the public schools of southern Saskatchewan, at university expense, leading to recommendations to the Department of Education, the Saskatchewan Teachers' Federation, and the School Trustees' Association. In 1966, as a Centennial Project, the Indian and Northern Education Program and S.I.N.E. in cooperation with the Extension Division, organized the First Canadian Conference on Indian Education. Having for its theme, "They Speak, We Listen," the Conference brought to Saskatchewan teachers, superintendents, university professors, and school trustees as "listeners," Indian parents, students, and graduates as spokesmen. It was chaired by Dr. Howard Adams.

By 1968, a sufficient number of students had been graduated from the B.Ed. program to launch a program of Graduate Studies. It was organized in cooperation with the Departments of Educational Foundations and Educational Administration. The first graduate students participated actively as group chairmen or secretaries in the First International Conference on Cross-Cultural Education in the North sponsored by the University of Alaska and the Arctic Institute of North America, with funds from the Ford Foundation, which was held in Montreal in August 1969.

In the fall of 1969, EDIND. 257 was introduced as an option in the professional year of the regular teacher training program and B.Ed. degree of the College of Education, EDIND. 357 having been restricted as early as 1963 to certified teachers with experience or going through their first year of experience, in federal or provincial schools, with children of Indian background.

Theoretical Orientation

The following assumptions are the main guidelines of the various activities of the Indian and Northern Education Program. They have been developed through a careful analysis of past and current situations both in North America and elsewhere.

1. People in geographical and/or cultural isolation for centuries have a right to learn the achievements and new techniques discovered and developed by mankind elsewhere.

2. They have a right to integrate these new learnings into their own cultural continuum so as to enrich it (rather than destroy it) as well as to apply them in order to be able to persist as a different group.

3. They have a right to assume or maintain leadership in the overall planning of the schooling program for their children (whereby these learnings take place) and to participate actively in its implementation, as teachers, teachers' associates, guest instructors, and consultants.

4. They have a right of access to power, financial and political, in order to control the direction and implementation of the schooling program, regardless of their current economic and educational standards.

5. They have a right to teachers who understand the above assumptions and are willing to work hand-in-hand with them as new members of the local community.

6. In brief, they have the right to develop an educational program which will make them and their children

   - proud of their own ancestry,

   - technologically and economically more competent in their own environment and region,

   - politically effective at all levels of public administration that affect their destiny,

   - socio-economically capable of relocating elsewhere in the country if they wish to do so.

The role of the Indian and Northern Education Program is to help both teachers and communities achieve these ends.

Teacher Specialization

Contrary to common opinion, a teacher is not a general practitioner who can teach anywhere in the world, like a doctor or an engineer. He is usually trained in a given culture and society to teach children from that society. Teaching is essentially a communication process and is successful only to the extent that teachers and pupils have at least some common symbols and patterns of communication. Hence, to work with children from another society, a teacher must have more than the general training from his home society; he must specialize.

The Indian and Northern Education Program's first and main area of activity is to help teachers who intend to work or are working with Indian or Eskimo children understand this need for specialization and to proceed towards such. Three distinct, although not mutually exclusive, routes are presently available according to level of experience of the student.

For teachers-in-training, a half class is available as an elective in the second or "professional year" of the B.Ed. Elementary Program of the College of Education. It includes a minimum of two weeks' practice-teaching in a school attended by children of Indian background. It is also offered at Intersession and other times as part of orientation programs for teachers about to teach children of Indian or Eskimo background.

Teachers with at least one year, or undergoing one year, of experience working with children of Indian/Eskimo background are offered a core class, EDIND 357, on and off campus as well as during the summer session. With EDIND. 357, teachers with experience and proceeding towards a B.Ed. in Elementary Education can major in Indian and Northern Education through further courses in the Program and supporting courses in the Faculty of Arts appropriate to their area of specialization (Language, Social Studies, etc.).

In cooperation with the Department of Curriculum Studies, specialization at the Kindergarten level is also available through summer sessions in which people and children from Indian communities participate. A similar joint program with the Department of Continuing Education is offered in the summer for teachers of upgrading classes or moderators of Adult Basic Education programs with people of Indian ancestry.

Graduate Studies

Teachers by themselves in the classrooms with children of Indian/Eskimo background and, probably, children from the majority society, can do just so much even with an increasing specialization in inter-cultural communication. They need supporting personnel and services. The latter are partly provided by the Indian and Northern Curriculum Resources Centre; the former by principals, superintendents, university instructors and curriculum consultants who know more about inter-cultural education, Indian/Eskimo cultures, teaching strategies, etc.

The Graduate Studies developing at the University of Saskatchewan's Indian and Northern Education Program aim at training such specialists. The Master's Program in Indian and Northern Education was designed initially for teachers, administrators, supervisors and consultants who, besides a few years' experience in inter-cultural situations hold a B.Ed. degree with a 70% average in their last two years and have completed two courses in Indian or Cross-Cultural Education in their undergraduate work. For such candidates, only 4½ courses plus a major research paper or thesis is required. With careful planning and hard work the whole can be completed in fourteen months.

Teachers and educationists in general who have a first degree and a Standard Certificate plus experience with Indian or Eskimo children must complete a qualifying year of five courses before admission into the Master's Program. Two of these courses can be from the Indian and Northern Education Program unless taken previously.

Many university graduates with working experience among people of Indian/Eskimo background or in overseas countries (with C.I.D.A. or C.U.S.O.) are also interested in pursuing graduate work in inter-cultural education. According to their experiential and academic background plus their immediate working interest, they can enroll as graduate students in other departments of the College or of the University, such as Continuing Education, Anthropology, Geography, etc. and have courses and research work done in the Indian and Northern Education Program credited towards a Master's in that particular department. The same applies, of course, for M.Ed. candidates in other departments of the College.

Special combination of courses and field work will be arranged in particular for Indian candidates and others graduating with a B.A. in Indian Studies who are interested in participating in the promotion of Indian/Eskimo cultures and/or community development.

All graduate students, whether fulltime, or part-time are encouraged to participate in any or all the activities of the Program, at least as consultants.

Research

The schooling of Indian/Eskimo children, particularly with teachers from the majority society, is a complex process that requires accurate analysis of component factors. Such analysis is best carried out through research.

Master's or Doctoral theses and other research reports from Canada and the United States that have a bearing on Indian/Eskimo cultures and developments are assessed as they become available. A series of surveys have been undertaken to establish bench-marks for the improvement of the schooling process and for furthur research if necessary. As more Indian individuals and agencies are assuming responsibility in this field, as in many others, the Indian and Northern Education Program will provide expertise to such projects rather than carry on autonomous research.

Consultation and Occasional Training

Besides regular course work, research projects and student counselling on campus and by mail, staff and graduate students participate individually or in teams in an increasing number of conferences, institutes, seminars and orientation sessions, sponsored by a variety of agencies across Canada, such as Departments of Education, teachers' organizations, student groups, university departments, school units of Indian associations, citizens' groups, etc. Seldom a week goes by without one or more members of the Indian and Northern Education Program away on a speaking engagement, a training session or in a consultative activity.

KEYWORDS: Native Education Program

Indian and Northern Curriculum Resources Centre

As an outgrowth of both the Indian and Northern Education Program and the research surveys, an Indian and Northern Curriculum Resources Centre has been established. The Centre collects and assesses printed and unpublished texts, guides, etc., as well as commercially or privately produced audio-visual materials in relation to teaching Indian/Eskimo children or teaching Indian/Eskimo cultural achievements and contemporary developments. To the extent of its modest resources in finances and personnel, the Centre occasionally produces materials or kits. The information about all these resources is available on request to any teacher or trustee anywhere in Canada, or in the world for that matter. As for the circulation of said resources, it is limited to schools within the province, since funds for operating the Centre come primarily from the Saskatchewan Department of Education and from the Regional Office of the Federal Department of Indian Affairs and Northern Development.

Centre Report

The Indian and Northern Curriculum Resources Centre is steadily gaining greater recognition and therefore is required to service a greater volume of requests. As its prime purpose is to serve teachers in Indian, Métis, Eskimo and integrated classrooms by helping them to develop a suitable curriculum and their own resource materials, the tasks are many. With increasing awareness by teachers of the need for special materials and methods, the Centre faces keeping up with contemporary materials on an even wider scale than previously.

Production

One of our main features is the development of reference materials.

The Centre has been getting increasing demands for service geared to government and personnel, specialists, scholars and people interested in professional development. This is significant in that the Centre is being looked to and respected for its support and interests which are not confined to the school and teachers. This reflects the flexibility of the Centre. One of the Centre's answers has been to have video-tapes processed of the Indian Historical Series presented by Basil Johnston of the Royal Ontario Museum during his visit to Saskatoon. These and other tapes will be especially pertinent for correspondence courses which the Program presently has in mind to develop.

The Centre is in the process of producing cassette tapes of an introductory course to "Cree."

Copies of the "McGill Cree Project" Bibliography have been reproduced for distribution. This is a selected bibliography of publications, theses, research reports and documents arising from the work of the McGill Cree Project, Programme in the Anthropology of Development, McGill University, 1966-1971. Also the Centre has produced copies of "References Pertaining to Northern Cree," a bibliography. This too has been developed because of the increasing demand for more references on Cree.

A special production is the Indian and Northern Curriculum Resources Project. This project received initial funding support from the Local Initiatives Program of Canada Manpower. We are hopeful that it will receive additional funding from the Department of Education of Saskatchewan and from the Department of Indian Affairs and Northern Development.

The project employs 12 people, 11 of whom are of Indian ancestry. Work presently underway includes:

1. Multi-media kit on the historical development and present cultural situation of the John Smith Reserve.
2. Multi-media kit on the historical development and present cultural situation of the Onion Lake Reserve.
3. Collection of stories and legends from Indian Reserves in the Battleford area.
4. Production of a book of legends from the Saulteaux Culture.
5. Slide - Talk on Sun Dance.
6. Slide - Talk on Indian Pictographs.
7. Multi-media kit on Treaty Six area..
8. Multi-media kit on Native Rights in Canada.
9. Multi-media kit on historical development and present situation of all Metis organizations in Canada.
10. Programmed learning tapes to assist non-Indians in learning Cree, Chipewyan, Sioux, Saulteaux, and Ojibwa.
11. Series of tapes on Introduction to Anthropology.
12. Series of tapes on Social Change in the North.

In each of the above areas the work is about half completed in its initial form. However, additional funding will be required to see the work through to the stage where it will be suitable for distribution to schools and communities in Saskatchewan.

These productions will be quite significant in that they are recording unwritten Indian history, lived by the authors. Thus these works will have their Indian point of view in a thoroughly provincial context.

The Northian

History

The Northian is published by the Society for Indian and Northern Education (SINE) which was founded in 1964 by teachers specializing in Northern Education at the University of Saskatchewan. Membership has since expanded to include teachers and interested persons across Canada and in other countries.

Affiliation

S.I.N.E. is affiliated with the Saskatchewan Teachers' Federation as a Special Subject Council, and with the Indian Education Program at the University of Saskatchewan.

Objectives

- Publication of The Northian magazine and The Northian Newsletter.
- To sponsor institutes and conferences of interest to teachers working in cross-cultural situations.
- To promote improvements in education for Indians, Eskimos, and other minority groups.
- To act as a clearing house for ideas and as a source of information regarding contemporary trends and innovations in cross-cultural education.

Membership

SINE comprises persons and institutions from all across Canada and the United States, as well as many from Europe and other parts of the world. Membership includes subscription to The Northian and The Northian Newsletter at $5.00 per year.

The Northian

This quarterly educational journal is directed at readers interested and involved in cross-cultural education and more specifically in Indian and Northern Education. Although most journal articles originate in Canada and deal with Canadian situations, one will find in every issue articles from other areas of the world faced with problems in cross-cultural education. These areas include the United States, South America, Russia, Greenland, and Asia.

Examples of issues dealt with in the past are: "Greenland Education," "The Hidden World of Integration," "Education Automation and the Invisible Canadians," "Kindergarten in the North," and "Indian Medicine."

The Newsletter

Like The Northian, The Newsletter seeks to inform its readers about the problems, trends, and innovations in Indian and cross-cultural education. It is designed more for those teachers in northern isolated communities and contains a wealth of information and ideas for classroom use. The Newsletter reviews relevant books and teaching materials, reports on interesting conferences, institutes and workshops, and publishes any opinions or ideas received from the readers.

KEYWORD: Journal

Indian Cultural College

In 1969 the Federation of Saskatchewan Indians presented the Department of Indian Affairs with a proposal for a Cultural College which was subsequently established in Saskatoon on the campus of the University of Saskatchewan (Director, Rodney Soonias). The College set up research and training programs to revive and advance Indian culture. For example, Indian music and dance were given a chance to develop so that Indian people might, once again, experience some of the joy and beauty that their ancestors knew.

The Indian Cultural College encourages and trains Indian students to do research in Indian history, anthropology and sociology.

The College purports to reach Indian communities all over Saskatchewan, do research in fields that have been neglected so far, assist in training of teachers for Indian schools, act as watchdog to ensure a good quality of education in Indian schools, and finance continuing research in education generally.

The Indian Cultural College consists of four major components:

1. Culture Centre. The Culture Centre has instituted an extensive research program on various aspects of Indian culture, e.g., music, dance, painting, sculpture, folklore and Indian religion. The research program also spreads to the fields of anthropology, archaeology, sociology, history and politics, and to the compilation of authentic and interesting accounts of the Indian past in Canada, with special concentration on the Saskatchewan area. Furthermore, the Culture Centre arranges for the distribution of its research work to the Indian people and through necessary incentives brings about a renaissance of cultural activity among the Indian people of Saskatchewan.

2. Community Education. For social and environmental reasons, the educational needs of many Indian communities are quite different from those of urban-oriented Canadian society. To fulfill these needs, the Community Education section of the Indian Cultural College plans to assess the educational needs of our communities and with their cooperation develop programs for the education of their members.

3. Action Centre. The Action Centre has the dual function of analyzing all aspects of the school system for Indian children and implement swift action to improve the quality of education for Indian children. This work involves examination of teaching methods, parent-teacher relationships, existing school curricula, textbooks being currently used, and guidance counselling in schools--everything that affects the education of children. In carrying out this work, the Action Centre acts in cooperation with school communities, the Department of Indian Affairs and Teacher-training Programs. The practicum work is

4. Teacher-Training Program. This program attempts to introduce a bold and new idea to train teachers suited to the emotional, cultural, and academic needs of Indian children. Candidates for this training program are selected by the Indian communities; the criterion for selection is not just academic standing but also includes suitability of the individual for teaching in Indian schools. The training of the teachers consists partly of university classes and partly of extensive practicum work in specially-selected Indian schools. The practicum work is conducted under the guidance of competent teachers from the school and the best available Indian and non Indian educationists who visit the student-teachers quite frequently. The course-

work of the Teacher-Training Program emphasizes particularly the study of subjects of special significance for Indian children, e.g. Indian culture, history, and psychology. The whole program operates in conjunction with the University of Saskatchewan, Saskatoon Campus, under the direction of an Indian Coordinator.

Furthermore, there are three service sections which provide various services to all four components in the Cultural College:

1. Administrative and Support.
2. Library and Technical Services.
3. Research and Consultative Services.

KEYWORDS: Indian Cultural College

Institute for Northern Studies - 1960-1972

The *Institute for Northern Studies*, University of Saskatchewan, was authorized by the Board of Governors of the University of Saskatchewan in January 1960. Instrumental in the creation of the Institute was the founding Director, the late Dr. J.B. Mawdsley and Dr. J.W.T. Spinks, the President of the University of Saskatchewan. Over the years, the contribution of Dr. Spinks to the institute has been reflected in its growing stature in the world of polar research and teaching. Today, the *Institute for Northern Studies* is recognized as an outstanding centre of northern studies.

The Board of Governors of the University assigned some funds to the Institute to finance the 1960 field program and ever since a grant has been forthcoming from that source. The first year of operation saw the start of seven projects, three of which had combined field base, which was moved from Lac La Ronge to Cree Lake and then to Stony Rapids. In this way botanical, mammalogical, and entomological collections of northern Saskatchewan were made. The Institute also paid the field expenses of a geological study dealing with the trace elements in the Coronation Mines, Flin Flon and supported the investigation of a radio-communication system in the very high frequency (VHF) field. The history and economics of water transportation on the Athabasca-Mackenzie River system which included a voyage from Waterways, Alberta, to Fort Smith, Northwest Territories, on a Northern Transportation Company vessel, and some factors in the economics of the Lake Athabasca Mining Area were two other projects.

Since descriptions of the various programs which developed after 1960 are documented fully in the annual reports of the *Institute for Northern Studies*, their accounts will not be repeated here. However, the field program of 1960 provides a vivid illustration of the original policies and programs of the Institute. Clearly, our priorities, then as now, were to encourage graduate students to investigate northern topics and to promote faculty research. To facilitate these two programs, modest sums were spent on literature and maps. Arrangements were made for the loan of a house at Uranium City from the Saskatchewan Department of Natural Resources. In both cases, expenditures were kept as low as possible in order to have the maximum amount of moneys available for our first priority--the support of research by students.

In 1961, applied research was undertaken for the first time. The Defence Board financed the investigation of the sand dunes in the vicinity of the Williams and McFarlane Rivers on the south shore of Lake Athabasca as a possible source of anomalous radioactive fallout which had been noted farther east while Advanced Research Projects of Washington D.C. financed the deep seismic sounding of the earth's crust in the vicinity of Flin Flon, Manitoba.

During the next year, 1962, the Institute for Northern Studies received its first grant ($6,000) from the Canada Department of Northern Affairs and National Resources. This grant made it possible to expand the Institute's program. It is recorded in the Annual Report of 1962 that "The decision made last year that the money available should be mainly expended in the form of scholarships and modest field allowances seems to have been wise and has tended to regularize procedures." The policy regarding acquisitions for the library was described as having "... been very modest to date ... the University's Library now has much that is of use to students interested in the North."

The policy of securing funds from the University, governments, and private concerns was continued, and the policy allowed the Institute to grow. With the augmented budget and the cross-appointment of Dr. Argus to the Department of Biology and the Institute for Northern Studies, the Institute was able to expand its programs. In 1965, Dr. Walter Kupsch became the Director of the Institute for Northern Studies and Professor Robert Williamson obtained a cross-appointment to the Department of Anthropology and Archaeology and Institute. Because the Director spent the year 1965-1966 as the Executive Director of the Advisory Commission on the Development of Government in the Northwest Territories (the Carrothers' Commission), Associate G.W. Argus held the position of Acting Director.

Several policies of the Institute became more clearly stated. For the first time, it was recorded in the 1965 Annual Report that principal geographical sphere of interest of the Institute was the region bounded in the south by the North Saskatchewan and Saskatchewan Rivers and extending from there into the Northwest Territories between Hudson Bay in the east and the Mackenzie River to the west and bounded to the north by the Arctic Ocean. However, there was clearly no intention to limit work to this region and "certain investigations may well be carried out in other parts of the Northwest Territories." As far as its aims were concerned these also were more formally stated as "The two fundamental objectives of the I.N.S. (research on problems of northern Canada and training of personnel to work in that area) are ultimately directed to improving the social and economic status of the inhabitants of northern Canada."

During 1965-1966, the Musk-Ox Circle was started, an informal organization patterned after the Arctic Circle, Ottawa, to promote interest in the North on campus. A color slide collection, totalling more than 4,000 photographs in 1973, and kept in a cabinet designed for the purpose, was added to the library.

In 1967, the Arctic Research and Training Centre was founded with Professor Williamson appointed as Head. The Donner Foundation provided a grant for the building of this research training centre and a special grant of $20,000 (in addition to the regular budget provided by the University) was made available to defray expenses for the operation of the Arctic Research and Training Centre at Rankin Inlet. Under the guidance of Professor Williamson, this centre has grown in size and function, and is a place of learning, training, and research second to none in the Canadian Arctic.

In 1968, the first issue of the Musk-Ox Journal appeared under the editorship of Dr. Robert Bone. In 1970, Professor William Barr became the editor. The Musk-Ox is now one of the world's best known journals and its subscribers total nearly 2,000. In 1971, another publication appeared--News from the Canadian North (newspaper clippings on northern topics) and in 1973, the first Mawdsley Memoir--The Chipewyans of the Stony Rapids Region is planned. As well, a number of special publications have appeared, such as the Settlements of Northern Saskatchewan, a Bibliography of Northern Saskatchewan, and Social Services in Northern Saskatchewan. Through these publications, its findings and information services are distributed to interested people and in this way the impact of the Institute upon both the public and scholars has grown.

Although the members of the Institute have always been engaged in applied research, this involvement has increased greatly in recent years. In 1971, the Institute undertook the Migratory Birds Project for the Canadian Wildlife Service. This three year project permitted the Institute to hire a research associate, whose salary is paid from this $60,000 grant of the Canadian Wildlife Service. Since then, other grants, such as the Local Incentives Project, have increased the applied research budget in 1972-1973 to approximately a quarter of a million dollars, allowing some 20 research assistants to be employed.

The future of the Institute for Northern Studies at the University of Saskatchewan looks bright indeed. There certainly is no dearth of projects and ideas. The interest in Canada's North among students and staff is markedly greater than even a few years ago. The Musk-Ox Circle is an effective, albeit loosely organized, group keeping this interest alive, drawing academics to northern studies, and spreading the word among both students and the public.

In the coming years, the Institute plans on expanding its role in northern Saskatchewan, in part by operating more of its research, teaching, and training activities at La Ronge. Still its policies and programs of the early 1970 s are similar to those of the 1960 s. Our priorities are still encouraging graduate scholars in the North, promoting both applied and pure research, and disseminating these findings, especially to northerners. Over the years, the emphasis on quality of performance rather than on size of operation has proven to be both a successful and correct policy. And this policy is formly based upon close working relations with the members of Colleges and Departments of this University for the strength of the Institute is determined by the meaningful participation of University community.

Extension Division

University extension from the Saskatoon campus started over 60 years ago, primarily as agricultural extension through the College of Agriculture. In 1913, a Department of Women's Work was established, and in 1949 all of this work was joined under the jurisdiction of an Extension Department in the College of Agriculture. Adult education, in a broader context, started during the 1940s and in the 1950s a general adult education service was established.

The objectives of the Extension Division are broadly defined as follows:

- to have the University faculty become aware of the needs for continuing education of various publics in Saskatchewan;
- to have citizens understand the forces of their contemporary environment, and to become more competent in directing these forces toward social and economic development.

Staff teams, known as program groups, operate programs in the following general areas: agricultural science, business and industry, home and family, intercultural relations, leadership development, social and economic development, and liberal studies. The role of the Extension Division is to design the educational process required to meet the learning needs of program participants. Instructional resources are drawn largely from the University faculty.

Through contract with the Department of Indian Affairs and Northern

Development, a program of instruction for Indian homemakers was implemented. Courses, workshops, and conferences in oral French, oral German, oral Cree, the citizen and the criminal law, Indian history, and culture are being taught and during the summer an intercultural camp for Indian and White youth was held. Also through contract with the Department of Indian Affairs and Northern Development, a research study of family relocation from the Duck Lake Indian Agency to the City of Saskatoon was conducted. A book on Saskatchewan's Indian Heritage was published.

The Extension Division appointed a Coordinator of Evaluation and Research in 1970. The Coordinator's role is to help establish an "evaluative climate" in the Division and to work with staff on specific evaluation projects. Examples of projects evaluated over the last two years are: penitentiary courses, manpower farm management courses, 4-H leadership training camps, regional agricultural courses, the television program "Consumer Notes," and the Indian Women Education Project.

The changing community and new technology have encouraged the Division to consider new methods of extending the resources of the University to the community. Chief among these are the following:

- multi-media packages: audio tape and slides (multi-screen projection) to communicate basic information which requires concentrating quantities of information in a short period. Printed and illustration materials are also used.

- telelecture: "conference-telephone" amplification to reach distant communities with information which can be communicated by voice, and which can normally be supported by other resource materials (printed and visual materials).

- video-tape: audio-and-visual method to communicate through public television or through closed-circuit systems, *e.g.*, in schools and community centres, with the great advantage of instant replay and decreased cost over regular filming.

KEYWORD: Extension

Language Program

In 1973, the College of Education at the University of Saskatchewan initiated a language program consisting of 3 new courses for Indian people teaching Indian children.

The three courses are:

1. an introduction to Indian Language teaching (Algonquin and Athabascan);
2. Indian Language course;
3. Indian Linguistics.

The first Indian Language course will be offered this summer, 1973.

KEYWORDS: Indian Language courses

The Musk-Ox

The Musk-Ox is a publication of the Institute for Northern Studies and of the "Musk-Ox Circle." In it are published a wide variety of articles dealing with any scientific, cultural, economic or historical aspect of the North. While both students and staff associated with the Institute for Northern Studies are strongly encouraged to publish their research in this Journal, other scholars are invited to submit suitable manuscripts.

Normally two issues of The Musk-Ox appear per year.

KEYWORD: Journal

The Musk-Ox Circle

The Musk-Ox Circle is an informal organization of persons interested in the polar and sub-polar regions of the world. It has no constitution, no officers and no dues. Membership is open to all, merely by registering with the Institute for Northern Studies. Meetings may be held monthly, or as the occasion arises, and take the form of lectures, discussions, the viewing of slides and motion pictures, displays of artifacts and scientific specimens, and informal social gatherings. All persons on the mailing list are informed of these meetings a few days in advance. They also receive one copy of each issue of The Musk-Ox, the main purpose of which is to foster interest in the polar and sub-polar regions of the world, and particularly in the Canadian North. In this regard, the Institute, with its Arctic Research and Training Centre at Rankin Inlet, has a special interest in the Canadian Arctic.

The Contemporary North

A program of lectures, discussions, films and slides offered for persons wishing to gain a better understanding of the Contemporary North. Sponsored by the Institute for Northern Studies and the University Extension of the University of Saskatchewan (Saskatoon).

- "The Soviet North" - Mr. Walter Slipchenko, Northern Science Research Group, Department of Indian Affairs and Northern Development, Ottawa.
- "The Physical Face of the North" - Professor William Barr and Professor John McConnell, Department of Geography, University of Saskatchewan.
- "Current Information and Research Regarding Northern History and Exploration" - Professor Leslie Neatby, Institute for Northern Studies, University of Saskatchewan.
- "Population Explosion in the North" - Dr. Robert Bone, Institute for Northern Studies, University of Saskatchewan.
- "The Northern Canadian - His Political and Social Environment" - Professor Robert Williamson, Institute for Northern Studies, University of Saskatchewan.
- "Native Rights in Canada and Alaska" - Dr. Lloyd Barber, Vice-President, University of Saskatchewan.
- "The Role and Responsibility of Universities in Northern Economic and Social Development" - Dr. J.W.T. Spinks, President, University of Saskatchewan.

KEYWORDS: Northern Circle

Indian Teacher Education Program

The Indian Teacher Education Program is designed for the purpose of providing native people with the opportunity to become proficient teachers. It aims at establishing the basic skills and competencies that a teacher must possess in order to become a responsible educator.

The main purpose of the program is to allow the Indian people to participate on equal par with any other Canadian. Studying their own psychology and culture will give them a positive self-image. The minimum academic level for admission to the programme is grade ten, but depending on applicant response this minimum grade level is subject to change to a higher level. Students completing the qualifying semester if ITEP receive credit upon admission to the university toward a Standard "A" Teaching Certificate.

A semester of ITEP is scheduled as follows: four weeks in University, three weeks in schools, two weeks in seminars, three weeks in schools. The curriculum includes an introduction to Indian History and Culture, an introduction to public education system, Native Studies with introduction to an Indian language (Chipewyan, Cree, Sioux, Assiniboine, Saulteaux) individual counselling and evaluation, and experimental learning in classroom setting.

19.2 CLASSES

ANTHROPOLOGY:

1036a. Indians of North America
2. Traditional aspects of aboriginal North America.
Half credit. Undergraduate. One anthropology class. Offered in alternate years.
3. 1972-1973
5. Saskatchewan.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian.

1037a. Eskimo language and cultures
2. Intensive introductory courses in oral Eskimo.
Full credit. Summer session. Undergraduate.
One anthropology class.
3. S.T. Mallon. 1972-1973
5. Saskatchewan.
6. Arts and Science.
7-8. Anthropology.
9. Culture. Eskimo. Linguistics.

1038a. Indians of Canada
2. Survey of traditional culture patterns among aboriginal tribes of Canada with emphasis on current processes of culture change among Indians in Canada.
Half credit. Undergraduate. Evening session.
3. Z.S. Pohorecky. 1972-1973
5. Saskatchewan.
6. Extension Division.
8. Anthropology.
9. Anthropology. Culture. Indian.

1039a. Eskimo cultures
2. Circumpolar survey of Eskimo environment, prehistory, and cultures. Adaptation in terms of technology, religion, and social organization.
Half credit. Undergraduate. Evening session.
Two anthropology classes or consent of instructor.
3. R.G. Williamson. 1972-1973
5. Saskatchewan.
6. Extension Division.
8. Anthropology.
9. Anthropology. Culture. Eskimo.

ARCHAEOLOGY:

1040a. North American archaeology: Central Plains
2. A survey of the prehistory of the central plains region of North America with emphasis on the recognition of archaeological prob[illegible]
Half credit. Undergraduate. First term.
3. 1972-1973
5. Saskatchewan.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Central Plains. Indian.

1041a. North American Archaeology: Sub-arctic and Arctic
2. Survey of the prehistory of North America with emphasis on the recognition and examination of archaeological problems.
Half credit. Undergraduate. First term.
One archaeology class.
3. 1972-1973
5. Saskatchewan.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Arctic. Eskimo. Indian. Sub-arctic.

ART:

1042a. Primitive and Folk Art
2. Cross-cultural survey of the visual and performing arts as developed among non-literate peoples from the earliest known prehistoric occurrences until today. Study includes so-called "primitive" art and historically documented "folk" arts as well as contemporary forms of such arts, particularly in non-urban communities.
Full credit. Evening session. Undergraduate.
3. Z. Pohorecky. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Art.
9. Art.

COMMERCE AND ECONOMICS:

1043a. Cooperatives
2. The historical background, philosophy, and development of cooperatives and studied with special reference to the experience and problems of the prairie economy. Economic problems peculiar to cooperative organization and analyzed.
Half credit. Winter session. Undergraduate.
First term.
3. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Economics.
9. Cooperatives. Economics.

1044a. Economics of transportation
2. The modes of transportation, their technical development and their influence on the expansion of economic activity. Competition within and between various modes and the evolution of public control over this sector of the economy.
Half credit. Winter session. Undergraduate.
Second term.
3. J.C. Stabler. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Economics.
9. Economics. Transportation.

EDUCATION:

1045a. Administration and supervision in Indian and northern education
2. Study of current administration structures for the education of children of Indian or Eskimo background.
Full credit. Graduate.
3. 1972-1973
5. Saskatchewan.
6. Graduate Studies.
8. Education.
9. Administration. Education. Indian.

1046a. Problems in isolated and integrated classrooms
2. Major problems encountered by teachers and administrators in schools maintained by the federal government for children of Indian and Eskimo status.
Full credit. Graduate.
3. 1972-1973
5. Saskatchewan.
6. Graduate Studies.
8. Education.
9. Education. Eskimo. Indian.

1047 1. Education across cultures: an introductory survey
2. Introductory course for students planning to teach in cross-cultural situations.
Full credit. Evening session. Undergraduate.
3. 1972-1973
5. Saskatchewan.
6. Extension Division.
8. Education.
9. Culture. Education. Eskimo. Indian.

1048 1. Classroom strategies and techniques with culturally different children
2. Designed to help classroom teachers attain the knowledge, perceptions, attitudes, and specific teaching strategies required to make the school program relevant and exciting for Indian, Metis, Eskimo, and other culturally different children.
Full credit. Evening session. Undergraduate.
One education class or 1 year of teaching experience.
3. 1972-1973
5. Saskatchewan.
6. Extension Division.
8. Education.
9. Culture. Education. Eskimo. Indian. Métis.

1049 1. The school program in Indian and northern communities
2. Study of the fundamental processes of cultural development, transmission, and change and of the role of schools in facilitating and accelerating adjustment of minority groups in the Canadian milieu.
Full credit. Undergraduate. Evening session.
3. 1972-1973
5. Saskatchewan.
6. Extension Division.
8. Education.
9. Education. Indian.

1050 1. Curriculum development in Indian and northern schools
2. Principles and techniques of curriculum development as related to local community cultural resources and needs.
Full credit. Undergraduate. Evening session.
3. 1972-1973
5. Saskatchewan.
8. Education.
9. Education. Indian.

1051 1. History of Indian and northern education in Canada
2. Historical development of educational structures, policies, and programs for children of Indian and Eskimo ancestry from the beginning until today.
Full credit. Undergraduate.
3. 1972-1973
5. Saskatchewan.
6. Education.
8. Education.
9. Education. History. Indian.

1052 1. Kindergarten for Indian schools I
2. Beginning course in the interdisciplinary approach to the content and methodology of the kindergarten in schools for Indian children.
Full credit. Undergraduate. Summer school.
3. 1972-1973
5. Saskatchewan.
6. Education.
8. Education.
9. Education. Indian.

1053 1. Kindergarten for Indian schools II
2. Intermediate course in the interdisciplinary approach to the content and methodology of the kindergarten in schools for Indian children.
Full credit. Summer school. Undergraduate.
3. 1972-1973
5. Saskatchewan.
6. Education.
8. Education.
9. Education. Indian.

1054 1. Kindergarten for Indian schools III
2. Advanced course in the interdisciplinary approach to the content and methodology of the kindergarten in schools for Indian children.
Full credit. Summer school. Undergraduate.
3. 1972-1973
5. Saskatchewan.
6. Education.
8. Education.
9. Education. Indian.

1055 1. Problems in integrated schools
2. Administration, curriculum, and social problems inherent in the present federal program of joint-schooling for children of Indian status.
Full credit. Graduate.
3. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Education.
9. Education. Indian.

1056 1. A cross-cultural approach to the training of Language Arts
2. English as a second language. Adjustments in the school curriculum to accommodate pupils whose first language is not English. The tools needed by teachers to recognize and understand language difficulties of Indian children and to deal effectively with language problems.
Half credit. Undergraduate.
3. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Education.
9. Education. Linguistics.

GEOGRAPHY:

1057 1. Geomorphology
2. Glacial and periglacial geomorphology with stress on Pleistocene glaciation in Canada and the present periglacial environment.
Half credit. Undergraduate. Winter session. Second term.
3. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Geography. Geomorphology.

1058 1. Geography
2. Analysis of the major characteristics and problems of arctic and subarctic environments; regional, historical, and economic geographies.
Full credit. Undergraduate. Winter session.
3. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Geography. Polar regions.

1059a. Northern development
2. A discussion of the geographic nature of the development of northern lands. Economic and social problems in the historical evolution of northern development. Regional differences.
Full credit. Undergraduate. Winter session.
3. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Development. Geography. North.

1060a. Advanced geomorphology
2. A survey of areas of recent development and recent controversy in geomorphology. The main stress will be on Pleistocene and Arctic landscapes.
3. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Geography. Geomorphology.

1061a. Geomorphology
2. Glaciation; continental glaciation of the Pleistocene, its geomorphic expression and its sediments.
Half credit. Undergraduate. Winter session. Second term.
3. W. Barr. W.O. Kupsch. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Geography. Geomorphology.

1062a. The geography of Polar regions--Studies in the Arctic
2. Using lectures, seminars, and field investigations in an arctic setting the course presents an analysis of the major characteristics and problems of life in arctic and sub-arctic environments. Introduction to arctic field techniques; an understanding of the current problems of cultural and economic development in polar regions.
Full credit. Undergraduate. Summer session.
An introductory class in geography; or an equivalent class; or permission of Dr. J.H. Richards.Head, Department of Geography, U. of S. Saskatoon.
3. J.G. McConnell. 1973
4. Rankin Inlet, Northwest Territories.
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9 Arctic. Geography. Northwest Territories. Polar regions. Rankin Inlet.

HISTORY:

1063a. Prehistory of the northern Plains
2. Non-credit.
3. 1972-1973
5. Saskatchewan.
6. Extension Division.
8. History.
9. History. Indian. Plains. Prehistory.

1064a. Indian dialogue
2. Intended to provide an opportunity for Indian and non-Indian people to discuss current issues affecting Indian people.
Non-credit.
3. 1972-1973
5. Saskatchewan.
6. Extension Division.
8. History.
9. Indian. Political Science.

1065a. The contemporary North
2. Non-credit.
3. 1972-1973
5. Saskatchewan.
6. Extension Division.
8. History.
9. Anthropology. Economics. Eskimo. Geography. History. Indian. Sociology.

LINGUISTICS:

1066. American Indian languages
2. Linguistic structures of native America, with special reference to the families of North America. Types of special focus, such as Algonkian and Siouan linguistics, will be included.
Half credit. Undergraduate. First term.
One anthropology class or linguistics class.
3. 1972-1973
5. Saskatchewan.
6. Arts and Science.
7-8. Linguistics.
9. American. Indian. Linguistics.

1067. Introduction to Cree
2. Introduction to spoken Cree with attention to basic grammatical structures.
Full credit. Undergraduate. Summer session.
3. 1972-1973
5. Saskatchewan.
6. Arts and Science.
7-8. Linguistics.
9. Cree. Linguistics.

1068. Oral Plains Cree (Beginners)
2. Simple conversation in the Plains Cree language.
Non-credit.
3. 1972-1973
5. Saskatchewan.
6. Extension Division.
7-8. Linguistics.
9. Cree. Linguistics.

1069. Ethnic relations
2. Theoretical aspects of interethnic processes; current empirical studies of Canadian minorities with particular attention to Indians and Métis.
Full credit. Graduate.
3. 1972-1973
5. Saskatchewan.
6. Graduate Studies.
8. Sociology.
9. Indian. Métis. Sociology.

1070. Sociology of the Great Plains
2. An analysis of social control and adaptation of the people in the area from the Rio Grande to Prince Albert and from the 100th meridian to the Rocky Mountains.
Half credit. Undergraduate. First term.
3. 1972-1973
5. Saskatchewan.
6. Arts and Science.
7-8. Sociology.
9. Great Plains. Indian. Sociology.

9.1 RESEARCH

ANTHROPOLOGY:

1071. The community council in an Eskimo Settlement
2. Institute for Northern Studies.
3. A.G. Dearing. Summer 1972
5. Saskatchewan.
6. Arts and Science.
7. Anthropology/Archaeology.
8. Anthropology.
9. Community. Eskimo. Rankin Inlet.

1072. A study of the pre-European Chipewyan
2. Paper submitted to the Department of Anthropology.
3. J.L. Handley. August 1967
5. Saskatchewan.
6. Arts and Science.
7-8. Anthropology.
9. Chipewyan. History. Indian.

1073. Cumberland House in 1960
2. A detailed description of the economy and social organization of the Cumberland House Indian and Métis.
3. J. Kew. 1962
4. Cumberland House. Pemmican Portage.
5. Saskatchewan.
7. Centre for Community Studies.
8. Anthropology.
9. Cumberland House. Indian. Métis. Sociology.

1074. A consideration of factors affecting the development of La Ronge, Saskatchewan
2. Musk-Ox, publication No. 5, 1969.
3. Gillian King. 1969
5. Saskatchewan.
6. Arts and Science.
7. Geography.
8. Anthropology.
9. Anthropology. Indian. La Ronge. Northern development. Sociology.

1075. Eskimo games and the measurement of culture change
2. Musk-Ox, publication No. 5, 1969.
3. Thomas H. Lathrop. 1969
5. Saskatchewan.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Culture. Eskimo. Games.

1076. Plains Cree Sun Dance - 1968
2. The Western Canadian Journal of Anthropology, Vol. 1, No. 1, 1969.
3. Lloyd O'Brodovich.
5. Saskatchewan.
6. Arts and Science.
7-8. Anthropology.
9. Cree. Ethnology. Indian.

1077. Fur trade posts in the Canadian Northwest
2. INS, Saskatoon, Saskatchewan.
3. B.D. Perry. 1971
5. Saskatchewan.
6. Arts and Science.
7. Anthropology/Archaeology.
8. Anthropology.
9. Canadian Northwest. Fur-trade. History.

1078. Pictograph research
2. Canada Council Grant.
3. Z. Pohorecky. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Anthropology.
9. Ethnology. Indian.

1079. Saskatchewan Indian Heritage, the first Two Hundred Centuries
2. Profusely illustrated summary of Saskatchewan prehistory and pre-settlement ethnography.
3. Z. Pohorecky. 1970
5. Saskatchewan.
6. Extension Division.
8. Anthropology.
9. Anthropology. History. Indian.

1080. Plain Cree of Little Pine, Saskatchewan
2. Institute for Northern Studies.
3. L. Watson. 1972
5. Saskatchewan.
6. Institute for Northern Studies.
7. Sociology.
8. Anthropology.
9. Cree. Little Pine. Sociology.

1081. Relocation of Eskimo people
2. Northern Science Research Group. DIAND
3. R.G. Williamson. T.W. Foster. 1972
4. Rankin Inlet, Northwest Territories.
5. Saskatchewan.
7. Institute for Northern Studies.
8. Anthropology.
9. Anthropology. Eskimo. Rankin Inlet.

ARCHAEOLOGY:

1082. Preliminary archaeological survey of Rankin Inlet
2. Institute for Northern Studies.
3. U. Linnamae. 1972
5. Saskatchewan.
6. Arts and Science.
7. Anthropology/Archaeology.
8. Archaeology.
9. Archaeology. Eskimo. Rankin Inlet.

1083. Fisherman Lake archaeological project
2. Amoco (Canada) Ltd., Archaeological Survey of Canada.
3. James F.V. Millar. 1972
5. Saskatchewan.
6. Arts and Science.
7. Anthropology/Archaeology.
8. Archaeology.
9. Archaeology. Fisherman Lake. Indian. Yukon.

1084. Black Lake archaeological project
2. Institute for Northern Studies. University of Saskatchewan.
3. J.V.F. Millar. S. Minnie. 1972
5. Saskatchewan.
6. Arts and Science.
7. Anthropology/Archaeology.
8. Archaeology.
9. Archaeology. Black Lake. Indian.

1085. MacKenzie Basin archaeological survey
2. Provincial Employment Program.
3. J.V.F. Millar. 1972
5. Saskatchewan.
6. Arts and Science.
7. Anthropology/Archaeology.
8. Archaeology.
9. Archaeology. MacKenzie. Indian.

1086. Methy Portage archaeological survey
2. Institute for Northern Studies.
3. J.V.F. Millar. 1972 (D. Steer)
5. Saskatchewan.
6. Arts and Science.
7. Anthropology/Archaeology.
8. Archaeology.
9. Archaeology. Indian. Methy Portage.

1087. Aboriginal pictographs on Kipahigan Lake in the Precambrian Shield - Manitoba
2. The distribution, accessibility, and detailed description of pictographs with comparative descriptions, criteria for analysis, and analysis of symbols.
3. Z.S. Pohorecky. T.E.H. Jones. 1967
5. Saskatchewan.
6. Extension Division.
8. Archaeology.
9. Archaeology. Indian. Kipahigan Lake.

1088. Agassiz archaeological project
2. Canada Council Grant. 1972
3. Z.P. Pohorecky. 1972
5. Saskatchewan.
6. Arts and Science.
7. Anthropology/Archaeology.
8. Archaeology.
9. Archaeology. Art. Glacial Lake Agassiz. Indian.

ART:

1089. Prehistoric rock art studies in the Precambrian Shield and Europe
2. Relevant material gives location of sites under study by author.
3. Z.S. Pohorecky. T.E.H. Jones. 1968
5. Saskatchewan
6. Extension Division.
8. Art.
9. Archaeology. Art. Indian.

BIOLOGY:

1090. Botanical studies, northern Saskatchewan
2. Faculty Research Grant, Institute for northern Studies.
3. V.L. Harms.
5. Saskatchewan.
6. Arts and Science.
7-8. Biology.
9. Biology. Botany. Northern Saskatchewan.

1091. Aquatic insects of northern regions
2. Institute for Northern Studies. Faculty Research Grant.
3. D.M. Lemkuhl. 1971
5. Saskatchewan.
6. Arts and Science.
7-8. Biology.
9. Biology. Insects.

1092. Studies on plant communities at Rankin Inlet
2. Cochrane, G.R., J.S. Rowe, 1969. Fire in the Tundra at Rankin Inlet, Northwest Territories. In Kamarck (ed.), Proceedings of Tall Timbers Fire Ecology Conference, No. 9. Institute for Northern Studies.
3. J.W. Sheard. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Biology.
9. Biology. Botany. Rankin Inlet.

COMMUNICATIONS:

1093. Northern region information system
2. Contract from the Defence Research Board to the Institute for Northern Studies.
3. D. Schweitzer. A.H. Boyle. 1972
5. Saskatchewan.
6. Institute for Northern Studies.
8. Communications.
9. Information system. Northern region. Northwest Territories.

1094. An evaluation of the Comminterphone experiment in Rankin Inlet
2. Two Contract Reports. Contract from the Department of Communications to the Institute for Northern Studies.
3. R.G. Williamson. D. Schweitzer. 1971
5. Saskatchewan.
6. Institute for Northern Studies.
8. Communications.
9. Comminterphone. Communication. Rankin Inlet.

COMMUNITY PLANNING:

1095. Urban and regional patterns in northern Saskatchewan
2. Institute for Northern Studies.
3. J.W. Atcheson. 1970-1971
5. Saskatchewan.
7. Institute for Northern Studies.
8. Community Planning.
9. Community. Indian. Sociology.

1096. Housing for Indians and Métis in northern Saskatchewan
   2. Habitat, Vol. 2, No. 4, tables, photo., p. 18-23.
   3. R.W. Bailey. 1968
   4. Lac La Ronge. Air Ronge. Buffalo Narrows. Ile-a-la-Crosse. Beauval. Turnor Lake. La Loche. Cumberland House.
   5. Saskatchewan.
   6. Arts and Science.
   8. Community Development.
   9. Cooperatives. Economics. Housing. Indian. Métis.

COMMERCE AND ECONOMICS:

1097. Northern Saskatchewan and the fur trade
   2. M.A. thesis.
   3. W.A. Arrowsmith. 1964
   5. Saskatchewan.
   6. Arts and Science.
   7-8. Economics.
   9. Fur-trade. Indian. Northern Saskatchewan.

1098. [illegible] regions in northern Saskatchewan
   2. M.A. thesis.
   3. [illegible]. 1972
   4. Buffalo Narrows. La Ronge. Creighton. Uranium City.
   5. Saskatchewan.
   6. Arts and Science.
   7-8. Economics.
   9. Community. Northern Saskatchewan.

1099. The socio-ecological correlates of economic dependence in four Dakota (Sioux) communities in Saskatchewan
   2. M.A. thesis.
   3. D.M. Beveridge. 1964
   4. Round Plain.
   5. Saskatchewan.
   6. Arts and Science.
   7. Sociology.
   8. Economics.
   9. Dakota. Economics. Indian. Sioux. Sociology.

1100. The role of the caribou in the lives of the Chipewyan Indians
   2. Canadian Wildlife Services.
   3. R.M. Bone. S. Raby. E.N. Shannon.
   5. Saskatchewan.
   6. Arts and Science.
   7. Geography.
   8. Economics.
   9. Chipewyan. Hunting. Indian.

1101. The Canadian Northland: a study of its economic development with observations on complete development of the Siberian Northland
   2. Ph.D. thesis.
   3. R.M. Bone. 1962
   4. Lake Athabasca.
   5. Saskatchewan.
   6. Arts and Science.
   7-8. Economics.
   9. Demography. Economics. Northern development. U.S.S.R.

1102. Trapping and fishing in the economy of northern Saskatchewan
   2. A generalized discussion of fishing and trapping with some details of Indian and Métis employment in these industries.
   3. H. Buckley. J.E. Kew. 1962
   4. La Ronge. Pelican Narrows. Buffalo Narrows. Ile-a-la-Crosse.
   5. Saskatchewan.
   7. Centre for Community Studies.
   8. Economics.
   9. Economics. Fishing. Northern Saskatchewan. Trapping.

1103. Raising incomes in northern Saskatchewan
   3. H.L. Buckley. 1962
   4. La Ronge.
   5. Saskatchewan.
   6. Arts and Science.
   7. Centre for Community Studies.
   8. Economics.
   9. Economics. Indian. Métis. Northern development.

1104. Study of employment practices of Imperial Oil Limited in the Mackenzie Valley, Northwest Territories
   2. Imperial Oil Limited.
   3. K.G. Williamson. G.C. Short. 1972
   5. Saskatchewan.
   6. Arts and Science.
   7. Anthropology/Archaeology.
   8. Commerce and Economics.
   9. Economics. Employment. Indian. Mackenzie. Sociology.

1105. Economic and social survey of northern Saskatchewan, Interim Report #1
   2. Historical background, economic, and demographic material for northern Saskatchewan.
   3. P. Worsley. 1961
   5. Saskatchewan.
   7. Centre for Community Studies.
   8. Commerce and Economics.
   9. Economics. Northern Saskatchewan. Sociology.

1106. Working paper on mink ranching in northern Saskatchewan
   3. H.L. Buckley. 1962
   4. Churchill Lake.
   5. Saskatchewan.
   7. Centre for Community Studies.
   8. Economics.
   9. Economics. Fur ranching.

1107. The underdeveloped region: a special problem in development
   3. H.L. Buckley. 1964
   5. Saskatchewan.
   7. Centre for Community Studies.
   8. Economics.
   9. Cooperative. Economics. Fur-trade. Indian. Métis. Northern development.

1108. The farm potential of two Saskatchewan Indian Reserves
   3. H.L. Buckley. 1966
   4. Muskeg Lake. Mistawasis Lake.
   5. Saskatchewan.
   6. Centre for Community Studies.
   8. Economics.
   9. Agriculture. Economics. Indian.

EDUCATION:

1109. A social studies program for children of Indian ancestry
3. 1966
5. Saskatchewan.
6. Education.
7. Centre for Indian and Eskimo Studies.
8. Education.
9. Education. Indian.

1110. Documents and articles about Métis people
3. 1972
5. Saskatchewan.
7. Indian and Northern Education.
8. Education.
9. History. Métis.

1111. An outsider (an educational survey of Métis and non-treaty Indians of Saskatchewan.)
2. Province of Saskatchewan.
3. Howard Adams. 1972
4. Saskatoon.
5. Saskatchewan.
6. College of Education.
7. Educational Foundations.
8. Education.
9. Education. Indian. Métis.

1112. Development of courses for child care workers of Indian residential schools
2. D.I.A.N.D.
3. A.W. Blue. January 1, 1972
5. Saskatchewan.
6. Education.
7. Education Research.
8. Education.
9. Education. Indian. Social work.

1113. The Indians and Métis of northern Saskatchewan
2. Education as an integral part of plan for development in the North: modification of curriculum, non-grading, teacher qualifications, special training.
3. H. Buckley. J.E.M. Kew. J.B. Hawley. 1963
5. Saskatchewan.
7. Centre for Community Studies.
8. Education.
9. Administration. Education. Indian. Métis. Northern Saskatchewan.

1114. A comparison between the historical development of education in the Eastern Arctic of Canada and the U.S.S.R.
3. Fred Carnew. 1971-1972
5. Saskatchewan.
6. Faculty of Education.
7-8. Education.
9. Eastern Arctic. Education. U.S.S.R.

1115. Study of the Catholic Church's involvement in Indian education ... Boarding, Industrial, Residential, Schools ... Western Canada
3. A.E. Cholewa. 1970
5. Saskatchewan.
6. Education.
7. Centre for Indian and Eskimo Studies.
8. Education.
9. Education. Indian.

1116. A history and development of education in Fort Providence, Northwest Territories, 1867-1971
3. Albert Goller. 1971-1972
5. Saskatchewan.
6. Faculty of Education.
7-8. Education.
9. Education. Fort Providence. History.

1117. The administration of northern Saskatchewan: statistical analysis
3. E. Hamm. 1972
4. Buffalo Narrows. La Ronge.
5. Saskatchewan.
6. Education.
7. Centre for Indian and Eskimo Studies.
8. Education.
9. Administration. Education. Northern Saskatchewan.

1118. The Indian's image in textbooks
2. Institute for Northern Studies.
3. J.A. Hammersmith. 1968-1972
5. Saskatchewan.
6. Institute for Northern Studies.
7. Indian Education Program.
8. Education.
9. Education. Indian. Sociology.

1119. Teacher perception of education program suitability in northern Saskatchewan
2. M.Ed. thesis.
3. J.L. Handley. 1970
5. Saskatchewan.
6. Education.
7. Centre for Indian and Eskimo Studies.
8. Education.
9. Education. Northern Saskatchewan.

1120. Education in Eskimo societies
2. Institute for Northern Studies.
3. K.A. Henderson. 1972
5. Saskatchewan.
6. Education.
7. Indian and Northern
8. Education.
9. Education. Eskimo.

1121. Absenteeism in Ducharme School, La Loche, Saskatchewan
3. M.R. Hurtubise. N.J. Greter. V. Bens. 1969
4. La Loche.
5. Saskatchewan.
7. Indian and Northern Education.
8. Education.
9. Education. La Loche.

1122. Some ... vocational education in the Northwest Territories from 1870-1905, and in Saskatchewan from 1905-1950
2. M.Ed. thesis.
3. G.B. Jameson. 1955
5. Saskatchewan.
6. Faculty of Education.
7-8. Education.
9. Education. Northwest Territories. Northern Saskatchewan.

1123. St. Peter's Mission and education in Hay River, Northwest Territories
3. Robert Johns. 1971-1972
5. Saskatchewan.
6. Education.
7-8. Education.
9. Education. Hay River.

1124. A geographical analysis of the settlement of La Ronge
2. Educational levels and standards of Indians, Metis, and Whites; segregation by educational levels, spacial dispersal of employment characteristics.
M.A. thesis.
3. [illegible] King.
4. La Ronge.
5. Saskatchewan.
6. Arts and Science.
7. Geography.
8. Education.
9. Geography. Indian. La Ronge. Sociology.

1125. Provincial education in northern Saskatchewan--progress and bog-down, 1944-1962
3. W.D. Knill. A.K. Davis. 1966
5. Saskatchewan.
6. Education.
7. Centre for Indian and Eskimo Studies.
8. Education.
9. Education. Northern Saskatchewan.

1126. Teacher turnover in the Northwest Territories
2. [illegible] thesis.
Institute for Northern Studies.
3. [illegible]. 1972
5. Saskatchewan.
6. Education.
7. Indian and Northern Education.
8. Education.
9. [illegible]. Northwest Territories.

1127. The development of education in northern Saskatchewan
2. Detailed history with references.
M.Ed. thesis.
3. [illegible] Marshall. 1966
4. Cumberland House. Stanley Mission. La Ronge. Montreal Lake.
5. Saskatchewan.
6. Faculty of Education.
7-8. Education.
9. Education. Northern Saskatchewan.

1128. A descriptive analysis and assessment of an intercultural camping experience
2. M.Ed. thesis.
3. [illegible]. 1970
5. Saskatchewan.
6. Faculty of Education.
7-8. Education.
9. Culture. Education. Indian. Sociology.

1129. The [illegible]: Indian and northern education
3. D. McKay. 1972
5. Saskatchewan.
6. Education.
7. Indian and Northern Education.
8. Education.
9. Education. Indian.

1130. History of administration policy within Indian Affairs 1763-1970
3. D.W. Mosser. 1971-1972
5. Saskatchewan.
6. Faculty of Education.
7-8. Education.
9. Administration. Education. History. Indian.

1131. History of informal education of Indians and Métis of northern Saskatchewan
3. L. Neufeld. 1970
5. Saskatchewan.
6. Education.
7. Centre for Indian and Eskimo Studies.
8. Education.
9. Education. Indian. Métis. Northern Saskatchewan.

1132. Education and the First Canadians
2. Current outcomes in Indian education; historical and socio-psychological factors; current developments, their promises, and their shortcomings.
3. A. Renaud. 1971
5. Saskatchewan.
6. Education.
7. Indian and Northern Education.
8. Education.
9. Education. Indian.

1133. Education from within
2. Conference on Indian Affairs; Indian, Eskimo Association of Canada.
3. A. Renaud. 1964
5. Saskatchewan.
7. Indian and Northern Education.
8. Education.
9. Education.

1134. In-service and pre-service training of teachers
3. A. Renaud. 1963
5. Saskatchewan.
6. Education.
7. Indian and Northern Education.
8. Education.
9. Education. Service training. Teachers.

1135. Mental aptitudes and scholastic achievement of Indian Residential School students in Canada
3. A. Renaud. 1955
5. Saskatchewan.
7. Indian and Northern Education.
8. Education.
9. Education. Indian. Psychology.

1136. Indian and Métis and possible development as ethnic groups
3. A. Renaud.
5. Saskatchewan.
6. Arts and Science.
7-8. Education.
9. Indian. Métis. Sociology.

1137. Saskatchewan Indian school committees
3. Fred Buesch. 1971-1972
5. Saskatchewan.
6. Arts and Science.
7-8. Education.
9. Administration. Education. Indian.

1138. School administrators perception of problems arising from the integration of Indian and non-Indian children in schools of Saskatchewan
2. M.Ed. thesis.
3. P. Schalm. 1968
5. Saskatchewan.
6. Faculty of Education.
7-8. Education.
9. Administration. Education. Indian.

1139. Selected findings of the Federation of Saskatchewan Indians
    2. Education Task Force.
    3. R. Soonias. 1972
    5. Saskatchewan.
    6. Arts and Science.
    7. Centre for Indian and Eskimo Studies.
    8. Education.
    9. Education. Indian.

1140. The organization and operation of nursery school classes for Indian children
    2. A report prepared for the Regional Superintendent of Schools, for British Columbia and the Yukon, Indian Affairs Branch, Vancouver.
    3. Jan Summerton. August 1968
    5. Saskatchewan.
    6. Arts and Science.
    7-8. Education.
    9. Education. Indian.

1141. A survey of the Church of England educational work among the Red Pheasant Reserve and the Onion Lake Reserve
    3. D.R. Umpherville. 1971-1972
    5. Saskatchewan.
    6. Arts and Science.
    7-8. Education.
    9. Education. Indian. Onion Lake Reserve. Red Pheasant Reserve.

1142. History of Battleford Industrial School for Indians
    2. The establishment, decline, and closure of the school.
       M.Ed. thesis.
    3. W.J. Wasylow. 1972
    4. Battleford. Montreal Lake.
    5. Saskatchewan.
    6. Faculty of Education.
    7-8. Education.
    9. Battleford. Education. History.

1143. Annotated bibliography of articles pertaining to North American Indians
    3. University of Saskatchewan, Department of Indian and Northern Education.
    5. Saskatchewan.
    7. Indian and Northern Education.
    8. Education.
    9. Bibliography. Indian.

1144. Teacher's guide to resource materials in cross-cultural education--Part I, Indians, Eskimos, and early explorers
    2. General reference on Indians of North America: Indians of the past. Indian arts and crafts. Indian mythology. Resource material on the early explorers of Canada and the United States; on the Plains Indians; on Eskimo and northern Indian cultures.
    3. Indian and Northern Curriculum Resources Centre. 1970
    5. Saskatchewan.
    7. Indian and Northern Education.
    8. Education.
    9. Eskimo. History. Indian.

1145. A syllabus on Indian history and culture
    3. Author Unknown. 1970
    5. Saskatchewan.
    6. Arts and Science.
    7. Indian and Northern Curriculum Resources Centre.
    8. Education.
    9. Culture. Education. History. Indian.

ENGINEERING:

1146. Uranium City: model mining town for Saskatchewan's rich uranium field
    3. Author Unknown.
    4. Uranium City.
    5. Saskatchewan.
    6. Arts and Science.
    7-8. Engineering.
    9. Economics. Engineering. Housing. Mining. Northern development.

1147. Road construction in Yukon
    2. Institute for Northern Studies.
    3. A.T. Bergan. E.K. Sauer. K.W. Nasser. D. Schweitzer. Winter 1971
    5. Saskatchewan.
    6. Engineering.
    7. Civil Engineering.
    8. Engineering.
    9. Engineering. Transportation. Yukon.

1148. A model of growth and location--Keewatin
    2. Defense Research Board. Institute for Northern Studies.
    3. D. Schweitzer. 1970-1971
    4. Keewatin District, Northwest Territories.
    5. Saskatchewan.
    6. Faculty of Engineering.
    7-8. Engineering.
    9. Economics. Keewatin. Transportation.

ENVIRONMENTAL STUDIES:

1149. Water--a northern resource
    2. A Symposium held October 28, 1971
       Published by Water Studies Institute, University of Saskatchewan. 1972
    3. 1972
    5. Saskatchewan.
    6. Arts and Science.
    7-8. Environmental Studies.
    9. Ecology. Pollution. Water.

1150. Arctic dwarf willows
    2. The Musk-Ox. Publication No. 1, 1967.
    3. G.W. Argus. 1967
    5. Saskatchewan.
    6. Arts and Science.
    7. Plant Ecology.
    8. Environmental Studies.
    9. Arctic. Biology. Botany.

1151. Climate of Rankin Inlet, Northwest Territories
    2. Institute for Northern Studies. 1971
    3. J. Bergsteinsson.
    5. Saskatchewan.
    6. Arts and Science.
    7. Geography.
    8. Environmental Studies.
    9. Climatology. Rankin Inlet.

1152. Arctic land use research program
    2. Department of Indian Affairs and Northern Development.
    3. J.M. Murray. J.D. Rowe.
    5. Saskatchewan.
    6. Engineering.
    7. Agricultural Engineering.
    8. Environmental Studies.
    9. Land use.

1153. Study of the effects of various land uses on the hydrologic regime of the Upper Liard River forest area
2. Department of Indian Affairs and Northern Development.
3. J.M. Murray. 1970
5. Saskatchewan.
6. Engineering.
7. Agricultural Engineering.
8. Environmental Studies.
9. Hydrology. Land use. Liard River.

1154. Seal hunting in Keewatin
2. The Musk-Ox. Publication No. 8, 1972.
3. John G. McConnell. 1972
5. Saskatchewan.
6. Arts and Science.
7. Geography.
8. Environmental Studies.
9. Hunting. Keewatin.

1155. [illegible] Natural Area
2. [illegible] Research Grant.
3. [illegible] 1972
5. Saskatchewan.
6. Arts and Science.
7. Plant Ecology.
8. Environmental Studies.
9. [illegible] Rankin Inlet.

GEOGRAPHY:

1156. The Hudson Bay Route and the Port of Churchill
2. The Musk-Ox. Publication No. 5, 1969.
3. [illegible] 1969
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. [illegible] Hudson Bay. Churchill.

1157. [illegible] Indians of the Stony Rapids area, [illegible], Saskatchewan
2. Canadian Wildlife Service.
3. [illegible] 1966-1972
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Stony Rapids. [illegible] Indian. [illegible]

1158. Vegetation studies in the Rankin Inlet region
2. The Musk-Ox. Publication No. 5, 1969.
3. [illegible] J.S. Rowe. 1969
5. Saskatchewan.
6. Arts and Science.
7. Plant Ecology.
8. Geography.
9. [illegible] Rankin Inlet.

1159. The quality of some northern Saskatchewan waters
2. The Musk-Ox. Publication No. 11, 1972.
3. [illegible] 1972
5. Saskatchewan.
6. [illegible] Laboratory.
8. Geography.
9. [illegible] Northern Saskatchewan. Pollution.

1160. Voyages in northwestern Hudson Bay 1720-1772 and discovery of the Knight relics on Marble Island
2. The Musk-Ox. Publication No. 11, 1972.
3. W. Gillies Ross and W. Barr. 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. History. Hudson Bay. Marble Island.

1161. George Mercer Dawson (1849-1901): Geologist-explorer of western Canada
2. Institute for Northern Studies; Canada Council Fellowship.
3. C.J. Grove. Fall 1972
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. History. Yukon.

1162. Geomorphology of the Rankin Inlet area, Northwest Territories
2. The Musk-Ox. Publication No. 2, 1967.
3. Peter A. James. 1967
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Geomorphology. Rankin Inlet.

1163. A geographical analysis of the settlement of La Ronge
2. M.Sc. thesis.
3. [illegible] King. 1968
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Community. La Ronge.

1164. Periglacial geomorphology
2. The Musk-Ox. Publication No. 1, 1967.
3. [illegible] 1967
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Geomorphology. Periglacial.

1165. Pilot Land Use Project at Meadow Lake
3. [illegible] Richards. 1971
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Land use. Meadow Lake.

1166. Eastern Arctic settlement
2. The Musk-Ox. Publication No. 1, 1967.
3. [illegible] McConnell. 1967
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Community. Eastern Arctic.

1167. Great Bear Lake Indians, Northwest Territories: historical demography and ecology
3. M.W. [illegible] 1969
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Demography. Ecology. Great Bear Lake. Indian.

1168. Demography of northern Saskatchewan
2. M.A. thesis in preparation.
Institute for Northern Studies. 1971-1972
3. A.A. Seaborne. 1971
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Demography. Northern Saskatchewan.

1169. A geographical study of the commercial fishing industry in northern Saskatchewan; an example of resource development
2. M.Sc. thesis.
3. G.B. Seymour. 1971
5. Saskatchewan.
6. Arts and Science.
7-8. Geography.
9. Fishing. Geography. Northern development.
Northern Saskatchewan.

GEOLOGY:

1170. Upper Devonian rocks in the Northwest Territories: an historical review
2. The Musk-Ox. Publication No. 9, 1972.
3. W.G.E. Caldwell. 1972
5. Saskatchewan.
6. Arts and Science.
7. Geological Sciences.
8. Geology.
9. Geology. History. Mackenzie.

1171. The structures and petrology of the Precambrian rocks in the Rankin Inlet region, Northwest Territories
2. The Musk-Ox. Publication No. 2, 1967.
3. F.F. Langford. M.R. Stauffer. 1967
5. Saskatchewan.
6. Arts and Science.
7-8. Geology.
9. Geology. Rankin Inlet.

HEALTH SCIENCES:

1172. Congenital dislocation of the hip in Saskatchewan Indians
2. Department of Health, Dean's M.R.C. funds.
3. C.S. Houston. 1965
5. Saskatchewan.
7. Diagnostic Radiology.
8. Health Sciences.
9. Health Science. Indian. Northern Saskatchewan.

1173. Perceptual disorders in Indian students
2. Institute for Northern Studies.
3. M.P. Kowalchuk. 1969-1972
5. Saskatchewan.
7. Institute for Northern Studies.
8. Health Sciences.
9. Health Science. Indian.

1174. Arctic Mental Health Research
2. Institute for Northern Studies.
3. A. McKinnon. 1971
4. Rankin Inlet, Northwest Territories.
5. Saskatchewan.
7. Psychiatry.
8. Health Sciences.
9. Mental health. Rankin Inlet.

1175. Geographic pathology of dental disease among Canadian Central Arctic populations
2. Report on file. Department of National Health and Welfare.
3. C.W.B. McPhail. R.D. Hazelton. T.M. Curry. K.J. Paynter. R.G. Williamson. 1968
5. Saskatchewan.
6. Dentistry.
8. Health Science.
9. Dentistry. Keewatin.

HISTORY:

1176. The administration of Federal Indian Aid in the Northwest Territories, 1879-1885.
2. M.A. thesis.
3. N.E. Dyck. 1970
5. Saskatchewan.
6. Arts and Science.
7-8. History.
9. Administration. History. Indian.

INTER- AND MULTIDISCIPLINARY STUDIES:

1177. Development of an Information System on northern Saskatchewan
2. Local Initiatives Program.
3. D. Schweitzer. 1973
5. Saskatchewan.
7. Institute for Northern Studies.
8. Inter- and Multidisciplinary Studies.
9. Information System. Northern Saskatchewan.

1178. The Methy Portage: a proposal for a Saskatchewan historic and nature trail
2. Blue Jay, June, p. 101-107.
3. H.T. Epp. T. Jones. 1969
4. Methy Portage.
5. Saskatchewan.
6. Arts and Science.
7-8. History.
9. Fur-trade. History. Tourism.

LAW:

1179. Indians, Eskimos and the law
2. The Musk-Ox. Publication No. 3, 1967.
3. Douglas A. Schmeiser. 1967
5. Saskatchewan.
6. Arts and Science.
7-8. Law.
9. Eskimo. Indian. Law.

LINGUISTICS:

1180. A sketch of the Chipewyan language
2. Paper for an Anthropology class.
3. J.A. Hammersmith. 1968
5. Saskatchewan.
6. Arts and Science.
7. Anthropology.
8. Lingustics.
9. Chipewyan. Linguistics.

1181. The language of home and school among white and native students
2. Saskatchewan Trustees Association.
3. P.D. Moss. 1972
5. Saskatchewan.
6. Arts and Science.
7. Education Research Resources Centre.
8. Linguistics.
9. Education. Indian. Sociology.

LITERATURE:

1182. Translation from French of Jean Gabus' "Igloos"
2. To be published by McGill-Queen's University Press.
3. W. Barr. 1972
5. Saskatchewan.
6. Arts and Science.
7. Geography.
8. Literature.
9. Anthropology. Eskimo. Literature.

POLITICAL SCIENCE:

1183. The Cree as a colonial people
3. Howard Adams.
5. Saskatchewan.
6. Education.
7. Educational Foundations.
8. Political Science.
9. Cree. Indian. Political Science.

1184. Political development of the Yukon Territory
2. M.A. thesis in preparation.
Institute for Northern Studies.
3. J.D. Hilison. 1970
5. Saskatchewan.
6. Arts and Science.
7. Economics and Political Science.
8. Political Science.
9. Political Science. Yukon.

1185. A comparative study of the structure, organization, and administration of Cumberland House and Watrous, Saskatchewan
3. H.J. Hrenyk. 1969
4. Cumberland House.
5. Saskatchewan.
7. Indian and Northern Education.
8. Political Science and Administration.
9. Administration. Cumberland House. Political Science.

PSYCHOLOGY:

1186. Psychological changes associated with acculturation of Saskatchewan Indians
2. Description of the cultural information test used; the approach to measurements of gratification and acculturation; test results and their analysis as applied to the criteria of acculturation.
Ph.D. thesis.
3. D. Gold. 1967
5. Saskatchewan.
6. Arts and Science.
8. Psychology.
9. Acculturation. Indian. Psychology.

1187. An empirical clarification of motivational variables among Saskatchewan people of Indian ancestry
2. M.A. thesis.
3. D.J.D. Harding. 1965
4. Buffalo Narrows. Ile-a-la-Crosse. Beauval.
5. Saskatchewan.
6. Arts and Science.
7-8. Psychology.
9. Acculturation. Anthropology. Education. Indian. Métis. Psychology.

1188. Response acquisition of Indian and non-Indian jail inmates
2. M.A. thesis.
3. S.C. Hui. 1965
5. Saskatchewan.
6. Arts and Science.
7-8. Psychology.
9. Indian. Penal system. Psychology

1189. The Hoffer-Osmond diagnostic test of perceptual disorders and the academic achievement of Indian and Métis students in northern Saskatchewan
2. M.Ed. thesis.
3. M.P. Kowalchuk. 1971
5. Saskatchewan.
6. Arts and Science.
7-8. Psychology.
9. Education. Métis. Indian. Psychology.

1190. Verbal regulation of behavior and IQ in Canadian Indian and White children
2. Canada Council.
3. J. Schubert. 1971
5. Saskatchewan.
6. Arts and Science.
7-8. Psychology.
9. Indian. Psychology.

1191. Job analysis of Indian Affairs counsellors
2. Federation of Saskatchewan Indians. Task Force on Saskatchewan Indian Education Contract Research.
3. D.A. Scott. A.W. Blue. 1971
5. Saskatchewan.
6. Arts and Science.
7-8. Psychology.
9. Administration. Employment. Indian. Sociology.

1192. Psychology of Métis children, northern Saskatchewan
2. Institute for Northern Studies. Thesis in preparation for Department of Psychology.
3. J. Scott. 1972
4. Ile-a-la-Crosse.
5. Saskatchewan.
6. Arts and Science.
7-8. Psychology.
9. Métis. Northern Saskatchewan. Psychology.

WILD LIFE MANAGEMENT:

1193. Nesting behavior, ecology, and philopatry of Canada Geese at Waterhen Marsh, Saskatchewan
2. Canada Wildlife Service. National Research Grant. Ducks Unlimited.
3. G.J. Mitchell. R.K. Bruce. 1972
5. Saskatchewan.
6. Arts and Science.
7. Biology.
8. Wildlife Management.
9. Biology. Birds. Ecology. Waterhen Marsh.

1194. Diseases of northern fish
    2. The Musk-Ox. Publication No. 2, 1967.
    3. N.O. Nielsen. F.M. Atton. E. Olfert. 1967
    5. Saskatchewan.
    6. Arts and Science.
    7-8. Wildlife Management.
    9. Biology. Fish. Northern Saskatchewan.

1195. Social and economic values of the migratory bird resource
    2. Canadian Wildlife Service.
    3. D. Schweitzer. 1970
    5. Saskatchewan.
    7. Institute for Northern Studies.
    8. Wildlife Management.
    9. Economics. Resources. Sociology. Wildlife.

UNIVERSITY OF SASKATCHEWAN (REGINA CAMPUS)

1. SPECIAL PROJECTS

Indian-Métis Radio Program, Onion Lake Reserve

In October 1970, Ronald L. Faris, Head of the General Studies Division, Department of Extension of the Regina Campus of the University of Saskatchewan, urged officials of the Canadian Broadcasting Corporation radio station in Regina to consider institution a program by and for Indian-Métis people in Saskatchewan. A CBC announcer/operator with experience in the Northern CBC service was assigned to help develop the weekly radio series. Initially, two hosts of Indian ancestry were hired to plan and broadcast the series. Beginning in January 1971, a one-hour program was heard every Monday evening between 7 and 8 p.m.

The program was designed by the hosts with the assistance of CBC and the Department of Extension officials in order to maximize the interest of people of Indian ancestry. The program, which had a musical-request format, featured country western and powwow music interspersed with live and taped interviews and/or announcements. As the program developed, two additional hosts were added; the first, a male university student,joined after a month of programming and the second, a middle-aged female, was included two months later. Through the winter and spring, a monthly one-hour radio phone-in was held featuring topics and guests chosen by the hosts. Some of the topics included were legal aid, employment for Indian and Métis people, and a discussion on a producers' cooperative operated by the Band at Broadview, Saskatchewan.

The program, which started in the spring of 1971, has continued into its second year with essentially the same format and hosts but changed to Saturday evening from Monday evening. The first year we received approximately 100 letters per week by mid-season and the next year the response had gone up to abcut 130 by mid-season. The listeners' comments regarding the program were overwhelmingly positive. The lack of telephones in many rural areas and reserves meant that for the most part callers were urban people while correspondents were chiefly rural. An audience survey was conducted to analyse the attitudes of Indian people on the Onion Lake Reserve toward an Indian-Métis radio program.

An Indian woman who had lived on the Onion Lake Reserve (a chiefly Cree-speaking reserve, 26 miles north of Lloydminster, Saskatchewan) was hired to assess the number of listeners and their opinions of an Indian-Métis radio program.

The desire to hear about events on other reserves was far greater than the desire to hear about any other single topic. Three topics (legal aid, education problems, and community development) form the next distinct cluster, followed by a desire to hear more about legal rights and economic development. The seventh was Indian organizations; the eighth was Indian culture and the ninth was Indian cooperatives.

Several topics suggested for future programs were more about the Department of Indian Affairs and Northern Development, more about alcoholism and drugs, and more about precise dates of events such as Indian Days, sports days, rodeos, and meetings.

A recent development in the program has been the distribution of half a dozen tape recorders to Indian-Métis people in various parts of the province so that they might act as reporters by sending in tapes of interviews on local news to the program.

School of Social Work Field Instruction Centres

The basic objective of the field instruction of the School of Social Work is to give the student first hand experience, develop his awareness of societal and individual problems, and to develop in him the skills to assess the situation, develop alternative solutions, and come to solutions with clients. It really is the opportunity to develop skills in social work, in delivery of services, planning of service, and the identification of gaps.

The plan is to develop Field Instruction Centres in Saskatchewan which has a scattered population and a large geographic area; only 26% of the population lives in University cities.

The School of Social Work hopes to develop ways of relating to Indian and Métis communities in their field program so that students have an opportunity to gain some understanding of Indian and Métis communities and culture and develop skills in working with persons from another culture. Several permanent centres are planned. These Centres will at first be located in Regina, Saskatoon, and Prince Albert, but later could be located in places such as Yorkton, or North Battleford. There are persuasive arguments that Centres should be located in cities whose size is more typical of rural Saskatchewan. The Field Instruction Centres have a director who is a member of the faculty of the School of Social Work. His role will be to develop the resources for field instruction in in his particular city or area. He will also be responsible for individual consultation, group discussion with the students, provision of seminars, with the possibility of using academic instructors to come to the field so that they will have a field contact, and general overall coordination of the Centre itself. The field instructor will be responsible for the educational component in the field, evaluate the performance of the students and their ability of translating their knowledge into professional skills.

The field centre concept affords great flexibility in use of agencies. Under the proposed scheme, since the educational component is the responsibility of the Director of the Centre, use can be made of agencies such as drop-in centres, Indian and Metis centres, Indian Reserves, police bureaus, client organizations, nursing homes and other services to the aged, and so on.

The aim is to integrate field instruction with academic instruction, and also to give the student a wider range of experience than is traditionally provided through placement in one agency per year. There will also be a wider service component in the instruction centres than has traditionally been the case.

In the permanent centres we expect that there will possibly be between 15 and 20 students per centre and in mobile units we expect to have approximately 6 students with one instructor.

Related professions are also interested in coordinating their services with the School of Social Work so that some of their students could be placed in its field instruction centres for a short period of time. Discussions have been held with the College of Medicine which is very intertested in exploring the possibility of placing medical students in these Centres so that they would be able to see the health needs of the community through the eyes of the community rather than through the eyes of the professional physician or through the hospital as is the case at present. The Department of Psychology is also making use of a field practicum for some of their students.

Due to the small size of many cities in Saskatchewan and the fact that there are many even smaller communities scattered across the province, mobile units for field instruction were designed. These types of units allow for a great deal of flexibility of service and educational experiences. If there were particularly interesting services or problems evolving in certain communities that had a high possibility for education, a mobile unit could be moved into this type of community for a period of several months up to several years to take advantage of that opportunity. Sometimes a special service need, or short term service need, allows to combine basic support services through existing agencies plus an educational opportunity for students. This type of direct community involvement and service by mobile units gives the student an educational experience that can not be reproduced in a more sterile, well established community or agency. This type of operation is also useful in Indian reservations if a reservation requests assistance with a particular social problem.

7. CLASSES

[No information available.]

8. RESEARCH

COMMUNICATIONS:

1196. Northern Canada transportation study
   2. Defense Research Board Grant.
   3. W.D. Stewart. 1972
   5. Saskatchewan, Regina Campus.
   6. Engineering.
   7. Civil Engineering.
   9. Engineering. Transportation.

COMMUNITY DEVELOPMENT:

1197. Urban and regional patterns, northern Saskatchewan
   2. Institute for Northern Studies.
   3. J.W. Atcheson. 1970
   5. Saskatchewan, Regina Campus.
   6. Arts and Science.
   7. Economics.
   8. Community Development
   9. Community. Northern Saskatchewan. Political Science.

HISTORY:

1198. The effects of the Northwest Rebellion on settlement in the Northwest Territories
   3. A.N. La Londe. 1972
   5. Saskatchewan, Regina Campus.
   6. Arts and Science.
   7-8. History.
   9. History. Northwest Rebellion.

20. UNIVERSITE DE SHERBROOKE

20.1 PROJETS SPECIAUX

Programme de Formation Clinique d' Infirmieres en Postes Isoles

Ce projet de Departement de Medecine Communautaire, Centre Hospitalier Universitaire, Sherbrooke, fait suite a une subvention du Ministere de la Sante Nationale et est mene conjointement par cinq autres universities canadiennes. Il consiste en un cours accelere en sciences cliniques s'adressant a quatre ou cinq infirmieres deja experimentees dans le Nord. La formation dure 4 mois. Le premier essai a eu lieu en 1972. L'objectif d'un tel programme est de permettre aux infirmieres qui travaillent loin de tout centre medical, d'acquerir plus d'habilete et plus de discernement pour faire face a des situations cliniques parfois extremement graves. L'infirmiere deviendrait, dans ce cas, un agent de distribution de soins dits de niveau primaire. Les objectifs generaux sont de donner un complement de formation clinique aux infirmieres qui doivent jouer le role de "substituts" aux medecins dans les regions peripheriques du Nord.

I. En Medecine Interne

Que l'infirmiere devienne:

1. Capable de faire une histoire de cas (examens subjectifs et objectifs) d'une facon precise et complete.
2. Capable de resumer cete histoire de facon concise afin de pouvoir eclairer le consultant avec lequel elle sera appelee a communiquer par radio.
3. Capable d'elaborer les grandes lignes d'un diagnostic differentiel distinguant les conditions d'urgence des non-urgences.
4. Capable d'etablir une ligne de conduite rationnelle quant au traitement.
5. Capable d'appliquer les mesures preventives necessaires pour eviter la propagation ou le retour d'une maladie.
6. Capable de mener des programmes d'education sanitaire de la communaute qu'elle dessert.

II. En Chirurgie

Que l'infirmiere devienne:

1. Capable de faire une histoire de cas complete (examen subjectif et objectif).
2. Capable de resumer cette histoire de cas de facon precise afin de pouvoir eclairer le consultant avec lequel elle sera appelee a communiquer par radio.
3. Capable d'etablir un diagnostic differentiel distinguant l'urgence de la non-urgence.
4. Capable de prodiguer les soins d'urgence necessaires pour sauvegarder la vie dans les cas les plus graves.
5. Capable de pratiquer la chirurgie mineure.
6. Capable de distinguer les cas a evacuer.
7. Capable d'evacuer les patients dans les meilleures conditions possibles (quand les transporter et comment).
8. Capable de donner des soins continus lors du retour des malades apres leur hospitalisation.
9. Capable et prete a realiser un programme de la prevention des accidents.

III. En Obstetrique et Gynecologie

Que l'infirmiere acquiere les connaissances et l'habilete necessaires:

1. Pour realiser un examen gynecologique visant:
    - a depister un debut de cancer en prelevant les echantillons necessaires pour une cytologie exfoliatrice.
    - a detecter toute anomalie importante.
    - a prelever les echantillons necessaires au diagnostic d'infections genitales.
2. Pour pouvoir reconnaitre toute urgence d'origine gynecologique afin de proceder a l'evacuation de la patiente au moment le plus propice.
3. Pour pouvoir poser un diagnostic de grossesse.

4. Pour etre en etat de suivre l'evolution physiologique de la grossesse.

5. Pour pouvoir appliquer les mesures de promotion de la sante durant la grossesse.

6. Pour pouvoir appliquer les mesures de prevention des maladies et des complications de la grossesse.

7. Pour etre capable d'identifier les grossesses a risques.

8. Pour surveiller avec competence le "travail" et l'accouchement normal grace a une comprehension parfaite des mecanismes en jeu.

9. Pour prevoir, autant que possible, certaines pathologies pouvant survenir lors de l'accouchement.

10. Pour donner les soins d'urgence lors de complications.

11. Pour pouvoir resumer avec clarte et exactitude l'histoire et l'evolution clinique de toute grossesse et accouchement.

12. Pour faire une surveillance adequate du post-partum.

IV. En Pediatrie

Que l'infirmiere:

1. Soit capable d'examiner un nouveau-ne ou un premature et sache lui donner des soins adequats.

2. Connaissant la croissance et le developpement de l'enfant normal, soit capable de deceler toute deviation significative.

3. Soit capable de proceder a l'examen subjectif et objectif d'un enfant malade.

4. Soit en etat de juger de l'urgence ou de la non-urgence d'un cas.

5. Soit capable de decider avec justesse de la necessite d'evacuer ou non.

6. Puisse diagnostiquer les conditions les plus communes en pediatrie et appliquer les traitements adequats.

7. Soit capable d'appliquer les mesures de medecine preventive disponibles.

V. En Psychiatrie

Que l'infirmiere:

1. Acquiere la competence necessaire pour faire une histoire de cas convenable.
2. Sache reconnaitre les etats d'urgence.
3. Sache donner les traitements appropries pour ces urgences.
4. Sache comment traiter les cas d'alcoolisme aigu et les intoxications aigues a la drogue.
5. Soit capable de maintenir une surveillance eclairee des cas en "post-cure."
6. Connaisse les differents medicaments psychotropes et qu'elle sache les dispenser avec discernement.

MOT-CLEF: Service Medical

19.2 COURS (pas de reuseignement)

19.3 RECHERCHES (pas de reuseignement)

21. SIMON FRASER UNIVERSITY

21.1 SPECIAL PROJECTS (no information available)

21.2 CLASSES

ANTHROPOLOGY:

1199. Northwest Pacific
2. The Indians of Canada, with emphasis on culture change due to such factors as the fur trade, missions, and expansion of the frontier. Half credit. Undergraduate. Fall, summer and winter sessions. Evening.
3. H. Hickerson. 1972
5. Simon Fraser.
6. Arts.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Culture. Indian. Northwest Pacific.

GEOGRAPHY:

1200. Geography of transitional societies
2. Theoretical and empirical approaches to environmental problems of the world's transitional societies and social-cultural change and processes that lead to development of primary production and urban growth.
Half credit. Undergraduate. Fall. Spring. Winter. Several classes in geography.
3. P.M. Koroscil. 1972
5. Simon Fraser.
6. Arts.
7-8. Geography.
9. Eskimo. Geography. Indian. Sociology.

1201. North American "middle" North
2. Examination of characteristics and problems associated with the occupance and utilization of the Sub-arctic and Arctic north of the zone of continuous settlement. The area is viewed as a modern "frontier" having many common social, economic, spatial and physical attributes. Emphasis placed on themes of contemporary Canadian interest.
Half credit. Fall. Winter. Summer. Undergraduate.
3. R.J. Fraser. 1972
5. Simon Fraser.
6. Arts.
7-8. Geography.
9. Geography. Middle North. Northern development.

21.3 RESEARCH

ANTHROPOLOGY:

1202. Socialization and symbolic interaction in an Indian-White community
2. M.A. thesis.
3. Norma R. Boutillier. 1972
5. Simon Fraser.
6. Graduate Studies.
7-8. Anthropology.
9. Anthropology. Community. Indian. Sociology. White.

1203. Decision-making and leadership among the Squamish
2. M.A. thesis.
3. Richard Band. 1969
5. Simon Fraser.
6. Graduate Studies.
7-8. Anthropology.
9. Anthropology. Indian. Political Science. Squamish.

1204. Preparation of biographies of Cree Indian chiefs for the "Dictionary of Canadian Biography"
3. H. Hickerson. 1972
5. Simon Fraser.
6. Arts.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Biography. Cree. Indian.

1205. Articles on the Ojibwa, Ottawa and Nipissing Indians for the "Handbook of North American Indians" under preparation by the Smithsonian Institute, Washington D.C.
3. H. Hickerson. 1972
5. Simon Fraser.
6. Arts.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Ethnology. Indian. Nipissing. Ojibwa. Ottawa.

1206. Peter Farb's Book on the American Indians
3. H. Hickerson. 1971
5. Simon Fraser.
6. Arts.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Indian. Political Science. Sociology.

1207. The Chippewa and their neighbours: a case study in ethnohistorical method
3. H. Hickerson. 1971
5. Simon Fraser.
6. Arts.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Chippewa. Ethnology. History. Indian.

1208. The Chippewa of the Great Lakes: a study in sociopolitical change
3. H. Hickerson. 1971
5. Simon Fraser.
6. Arts.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Chippewa. Indian. Political Science. Sociology. Upper Great Lakes.

1209. Descriptions of 48 Woodland tribal and language divisions
3. H. Hicerson. 1970
5. Simon Fraser.
6. Arts.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Indian. Linguistics. Woodland.

1210. Land tenure of the Rainy Lake Chippewa at the beginning of the 19th century
3. H. Hickerson. 1967
5. Simon Fraser.
6. Arts.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Chippewa. Indian. Political Science. Rainy Lake. Sociology.

1211. Some implications of the theory of the particularity, or "Atomism", of northern Algonkians
3. H. Hickerson. 1967
5. Simon Fraser.
6. Arts.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Algonkians. Indian.

1212. Ethnohistorical reconstruction of the political and social organization in fur trade times of Northwestern Athabascans
3. H. Hickerson. 1972
5. Simon Fraser.
6. Arts.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Athabascans. Fur trade. Ethnology. History. Political Science. Sociology.

1213. Ethnic attitude and self-concept in acculturating children of the Six Nations Reserve, Brantford, Ontario
2. Unpublished paper submitted to The Laidlaw Foundation; from Psychology Department, Simon Fraser University; and Anthropology Department, University of British Columbia.
3. K.W. Ames. M.W. Ames.
5. Simon Fraser.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Culture. Indian. Six-Nation Reserve.

1214. The genesis of a trading post band: The Pembina Chippewa
2. Ethnohistory, Vol. [illegible], No. [illegible], p. [illegible].
3. Harold Hickerson. 1956
5. Simon Fraser.
6. Arts and Science.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Chippewa. Indian. Fur trade. Pembina.

1215. The southwestern Chippewa: an ethnohistorical study
2. American Anthropological Association, Memoir 92, p. 110.
3. H. Hickerson. 1962
5. Simon Fraser.
6. Arts and Science.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Chippewa. Ethnology. History. Indian.

1216. Notes on post-contact origin of the Midewiwan
2. Ethnohistory, Vol. 9, No. 4, p. 404-423.
3. Harold Hickerson. 1962
5. Simon Fraser.
6. Arts and Science.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Anthropology. History. Indian. Midewiwan. Sociology.

1217. The origin of bilaterality among two divisions of Chippewa
2. American Anthropologist, Vol. 68, p. 1-26.
3. H. Hickerson. 1966
5. Simon Fraser.
6. Arts and Science.
7. Political Science/Sociology/Anthropology.
8. Anthropology.
9. Anthropology. Chippewa. Indian.

ARCHAEOLOGY:

1218. British Columbia
3. P.L. Carlson. 1972
5. Simon Fraser.
6. Arts.
7-8. Archaeology.
9. Archaeology. British Columbia. Indian.

1219. British Columbia
3. P.M. Hobler. 1972
5. Simon Fraser.
6. Arts.
7-8. Archaeology.
9. Archaeology. British Columbia. Indian.

1220. An archaeological survey of Devon Island, Northwest Territories
3. I. MacGregor. 1971
5. Simon Fraser.
6. Arts.
7-8. Archaeology.
9. Archaeology. Devon Island. Eskimo.

1221. Island cultures east of Hecate Strait, British Columbia
3. H.L. Alexander. 1972
5. Simon Fraser.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Culture. Hecate Strait. Indian.

GEOGRAPHY:

1222. Discrimination patterns with change in population size of urban centres: a case study of Indians in southwestern British Columbia
2. M.A. thesis.
3. I.D. Anderson. 1971
5. Simon Fraser.
6. Graduate Studies.
7-8. Geography.
9. Culture. Indian. Sociology.

1223. The technological landscape as symbolism: a case study of Hay River, Northwest Territories
2. M.A. thesis.
3. R. Zarchikoff.
4. Hay River.
5. Simon Fraser.
6. Graduate Studies.
7-8. Geography.
9. Geography. Hay River. Northern development.

1224. Geographic perspectives: some Northwest viewpoints
3. P.M. Koroscil. [illegible]. [illegible]
5. Simon Fraser.
6. Arts.
7-8. Geography.
9. Geography. Indian. Northwest Territories.

1225. Settlement preeminancy in the Canadian North: Yellowknife, Northwest Territories
2. Canada Council.
3. P.M. Koroscil. 1972
4. Yellowknife.
5. Simon Fraser.
6. Arts.
7-8. Geography.
9. Community. Geography. Yellowknife.

1226. The changing landscape of Whitehorse, Yukon Territory: a historical perspective
2. In Peoples of Living Land, editor Julian Minghi, B.C. Geographical Series, No. 15, Tantalus Research Ltd., Vancouver, 1972, p. 183-211.
3. P.M. Koroscil. 1972
5. Simon Fraser.
6. Arts.
7-8. Geography.
9. Geography. History. Whitehorse.

HISTORY:

1227. The Feast of the Dead among the seventeenth century Algonkians of the Upper Great Lakes
2. American Anthropologist, Vol. 62, p. 81-107.
3. Harold Hickerson. 1960
5. Simon Fraser.
6. Arts and Science.
7. Political Science/Sociology/Anthropology.
8. History.
9. Algonkians. History. Indian. Religion. Upper Great Lakes.

1228. William T. Boutwell of the American Board and the Pillager Chippewa: the history of a failure
2. Ethnohistory, Vol. 12, p. 1-29.
3. Harold Hickerson. 1965
5. Simon Fraser.
6. Arts and Science.
7. Political Science/Sociology/Anthropology.
8. History.
9. Chippewa. History. Indian.

LINGUISTICS:

1229. Amerindian linguistics
3. M.C. Lincoln. 1972
5. Simon Fraser.
6. Arts.
7. Modern Languages.
8. Linguistics.
9. Amerindian. Linguistics.

1230. Amerindian languages
3. Ross Saunders. 1972
5. Simon Fraser.
6. Arts.
7. Modern Languages.
8. Linguistics.
9. Amerindian. Linguistics.

1231. Spectrographic studies in Bella Coola
3. W.R. Babcock. 1972
5. Simon Fraser.
6. Arts.
7. Modern Languages.
8. Linguistics.
9. Bella Coola. Indian. Linguistics.

1232. Spectrographic analysis of glottalized segments of Bella Coola
3. Ross Saunders. 1972
5. Simon Fraser.
6. Arts.
7. Modern Languages.
8. Linguistics.
9. Bella Coola. Indian. Linguistics.

1233. Place names in the Bella Coola Valley
3. Ross Saunders. 1972
5. Simon Fraser.
6. Arts.
7. Modern Languages.
8. Linguistics.
9. Bella Coola. Toponymy.

1234. Testing procedures for estimating transfer of information among Iroquois languages and dialects
2. International Journal of American Linguistics, Vol. 18, p. 1-8.
3. Harold Hickerson. 1952
5. Simon Fraser.
6. Arts and Science.
7. Political Science/Sociology/Anthropology.
8. Linguistics.
9. Indian. Iroquois. Linguistics.

SOCIOLOGY:

1235. The socio-historical significance of two Chippewa ceremonials
2. American Anthropologist, Vol. 65, p. 67-86.
3. Harold Hickerson. 1963
5. Simon Fraser.
6. Arts and Science.
7. Political Science/Sociology/Anthropology.
8. Sociology.
9. Chippewa. Indian. Sociology.

2. UNIVERSITY OF TORONTO

2.1 SPECIAL PROJECTS

International Biological Programme
Human Adaptability Project

The project, conducted in Igloolik, Northwest Territories, is under the supervision of the Canadian Human Adaptability Sub-Committee (Chairman: Dr. J.S. Hart, National Research Council, Ottawa) and is responsible to the C.C.I.B.P. A Memorandum of Agreement between the N.R.C., Ottawa, and the University of Toronto sets out the terms of operating the project, and the research grant is administered through the Chief Accountant, University of Toronto, and the Project Director. The Project Director has the advice of two assistant directors, and of a steering committee formed of major participants in the project.

A central data bank has been established at the University of Saskatchewan, Saskatoon, and is operated by a part-time data analyst and processor.

A full-time project secretary is located at the University of Toronto to deal with accounts, meeting arrangements, correspondnece, and records.

Scientific personnel active during the first year, and subsequent years, were drawn from the University of Toronto, Manitoba, McGill, Chicago, and from the Department of Health and Welfare and the Alaskan Health Service. Scientific disciplines represented included ecology, anthropology, nutrition, epidemiology and health, odontology, and population genetics.

Project Director: Dr. D.R. Hughes, Professor of Anthropology, University of Toronto. Assistant Project Directors: Dr. J.A. Hildes, Professor of Medicine, University of Manitoba (Medical-Dental Aspects); Dr. D.C. Foote, Associate Professor of Geography, McGill University (Ecological Aspects). Growth and Constitution: Dr. Joan de Pena, Associate Professor of Anthropology, University of Manitoba; Nutrition: Miss Heather Milne, Assistant Professor of Nutrition, University of Toronto; Ecology: Dr. D.C. Foote; Epidemiology, Health and Dental Studies; Dr. J.A. Hildes; Population Genetics: Dr. D.R. Hughes. Dr. O. Schaefer, Department of Health and Welfare, Northern Medical Research Unit, Edmonton, Alberta was also a major participant.

The following are the major scientific studies carried out at Igloolik, Northwest Territories:

1. Growth and Constitution (Dr. de Pena) University of Manitoba. Collection of longitudinal data on growth and development was

carried out at Hall Beach and Igloolik. These data comprised:

(a) anthropometric measurements of school children and selected adult subjects;

(b) facial photographs for anthroposcopic observations;

(c) up-dating of demographic and geneological information relevant to genetic, cultural and socio-economic studies of the communities;

(d) interviews with selected female subjects regarding child-rearing practices, attitudes and values.

2. Epidemiology and Health (Dr. Hildes and Scaefer, University of Manitoba.

Full medical records have been kept since the inception of the project, and these have now been partially analysed. A coded medical form has been devised to assist in computer analysis. Some tentative conclusions may now be stated in connection with indices of body composition, blood pressure, female reproductive functions, and a correlation between middle ear disease and lactation. Systolic and diastolic blood pressures in Igloolik Eskimos appear to have risen significantly over a two year period but without consistent changes in body weight or skinfold thicknesses. The correlation between bottle-feeding and incidence of otitis media appears to be a significant one.

3. Dental Health (Dr. J. Mayhall, University of Toronto).

Two years of data collection at Hall Beach and Igloolik are now completed and these data have been transferred to magnetic tape. Casts of dentitions, and lateral cephalograms have also been regularly obtained. Data have also been amassed on Thule culture and early Sadlermiut dentitions in odontological collections. Three papers have already been published relating to these data, and two comparative papers dealing with Wainwright Eskimo data. Some conclusions are that torus mandibularis incidence appears to drop with increased consumption of commercially available food, that caries incidence is increasing, and that periodontal disease is increasing.

4. Ophtholmology (Dr. H. Forsius)

Data were collected during January 1971, and are now being analysed. Corneal astigmatism of the eye was measured and the eye was examined with a corneal biomicroscope for features of anthropological interest in the iris, cornea and conjunctiva. The depth of the anterior chamber and the thickness of the cornea were measured. Pupillar distance was measured and observations were made of eyebrow shape and iris colour. Measures of refraction and visual acuity were followed by various standard tests for colour vision anomalies. Photographs of the iris and fundus were obtained.

5. Cold Tolerance (Dr. J. LeBlanc)

Three tests were used to test tolerance to cold, namely, a hand-immersion test, a face-immersion test, and a test combining these two. Systolic and diastolic blood pressure, heart rate, ECG and ventilation were measured before, during and after the tests. Eskimos showed a higher degree of tolerance to the first test than did non-Eskimo controls. Blood pressure differences were noted during the second test, and the third test indicated responses that were a combination of these relating to the two other tests. Further analysis of various parameters is proceeding.
Further cold tolerance tests were conducted by Professor Krog and Miss M. Wicka: they involved the use of the radioactive isotope Xenon-133 to study skin circulation.

6. Parasitology (Dr. R.S. Freeman, University of Toronto).

Data collected have been compared with data collected in a survey done in 1949, *i.e.*, over twenty years earlier. Some tentative conclusions are that the incidence of *Enterobius Vermicularis* (pinworm) has declined markedly between 1949 and 1970. In 1949 protozoa were scarce, but *Diphyllobothrium* sp. (fish tapeworm) eggs were common: in 1970 the reverse situation was observed. The incidence of protozoa appears to have risen several fold since 1949, suggesting that fecal contamination *per se* is more common than previously or that the nature of fecal contamination now is more conducive to the transfer of the protozoa.

7. Physiology (Dr. R.J. Shephard)

Measures of cardio-respiratory fitness have been made on Igloolik Eskimos. Aerobic power appears to be greater than in a normal white population at all ages and in both sexes. Subeutaneous fat is rare, except in the oldest members of the community. Leg extension strength was greater than in non-Eskimo controls, but grip strength was not remarkable. A history of tuberculosis was associated with shorter stature, and lower body weight, subeutaneous fat, aerobic power, and muscle strength. Response to exercise corresponded to that of a fit, young white man, but movement patterns were more clumsy. Ventilation was linearly related to oxygen consumption over a wide range of loads and this appears the best field index of energy expenditure for the Eskimo.

Energy costs of different Eskimo activities in and out of the settlement were assessed by Mr. G. Godin, and an attempt was made to describe the energy balance of Igloolik Eskimos.

8. Psychology (Dr. R.S. MacArthur, University of Alberta).

Field work on the Igloolik Eskimos is now completed and the next stage will be to collect comparative data on Greenlandic Eskimo. The psychological tests applied show an expected developmental increase in the early age-groups for most measures, decreasing again in later age-groups. Older Eskimos appear to have developed and maintained perception of spatial relations quite as well as have yound adolescents in schools. There is a surprising lack of correlation between sex and various ability measures in the different age groups; in most cultures male superiority is observed in measures of spatial relations and field independence. "Transitional" Eskimos perform better, as might be expected, on directly school-related tasks. Degree of transition, however, has no relationship to perception of spatial relations. Progress has been made towards the construction of an index of acculturation.

9. Ecology (Dr. W. Kemp, McGill University).

The ecology portion of the project has been reported upon in detail in International Biological Programme, Human Adaptability Project (Igloolik, N.W.T.), Human Ecological Studies 1968-1970, being a final report submitted by J.M. Bradley, P.H. Beaubier and Jennifer Vestey, Department of Geography, McGill University (180 pp., maps, tables, figures). Three Master's Degree dissertations are also nearing completing, and are based upon the ecological studies done at Igloolik.

10. -Cytogenetics, Immunology, Genetic Markers

A considerable amount of data are anticipated under these headings, and will be analysed in due course. Blood samples have also been stored in liquid nitrogen at the University of Toronto "for posterity," under the direction of Dr. T.E. Reed, Professor, Departments of Anthropology and Zoology, University of Toronto, who will also be undertaking analysis of data provided by several Canadian and U.S. university departments.

KEYWORDS: International Biological Program

Canadian Indian Friendship Centre (No information available.)

KEYWORD: Resource Centre

Committee for Arctic and Subarctic Research

In December 1966, the Board of Governors of the University of Toronto formally constituted the Committee for Arctic and Subarctic Research, according to a submission by Professor S.I. Glenn Bird. For the year 1967-1968 the Committee was awarded a grant from the Department of Indian Affairs and Northern Development, from which six projects were financed. The preliminary report on these projects was made by Dr. E.S. Rogers at the Second National Northern Research Conference at Whitehorse, Yukon, August 26th and 27th, 1968. For the years 1968-1969 and 1969-1970, grants similar in amount to 1967-1968 were awarded from the same source, and five and six projects respectively financed. Therefore, for these three years, a total of 17 awards were made to 12 individuals.

For the year 1970-1971, the Committee approved five applications for support.

Worthwhile scientific knowledge in a variety of disciplines has resulted from the projects supported to date by this Committee. A time delay in fund allocation has created many problems in optimum performance of the research projects. The supervisor is not able to formulate definitive plans for the project. It is difficult to obtain the best and most enthusiastic graduate students, as no promises of financial support may be made. In most cases, it is impossible to complete the necessary field work that summer, resulting in progress reports which are preliminary, at best, and up to a year in delay in submission of the final reports.

Integration of research projects, not only within the same university or research institute, but also between these bodies, results in greatly increased efficiency and optimum results. The "Newsletter" of the Arctic Institute of North America, partially serves the purpose of interchange of information between institutes and the university committees.

The reasons for the difficulties in any assemblage of information are directly related to the priority placed on this and other types of cooperation by the member of the institute or committee responsible. This priority must be low as, particularly in universities, the staff member takes on this responsibility as an extra duty, without any compensating reduction in his regular work load.

It is recommended that serious consideration be given to the appointment of a coordinator for each university committee, and this payment of a partial salary is provided by the Department of Indian Affairs and Northern Development for specific duties of information interchange and integration of research effort. There would appear to be no reason why, under this system, through prearrangement, groups of investigators could not make arrangements to meet at the university or institute nearest the site or area to be investigated, work as a team on the site, and submit a joint report.

The type of organization described above would involve a central control possibly through the Arctic Institute of North America.

KEYWORDS: Northern Committee

Donner Indian-Eskimo Scholarship

The University of Toronto in the Fall of 1972 received a grant from the Donner Foundation and the Department of Indian Affairs to establish ten scholarships for native students.

Through the cooperative efforts of the Northern Studies Committee, The Institute of Environmental Sciences and Engineering, and the Canada Department of Indian Affairs and Northern Development, the University of Toronto is able to provide: a) scholarships in the amount of $2,000 annually, plus travelling expenses; b) an administrator to assist students with their various problems and to provide any specific counselling required; and c) summer research projects, giving the student an opportunity to work on specific problems in his/her community.

Any native student in Canada who is taking or planning to take any course at the University of Toronto is eligible for an award. Initially the Donner Foundation gave the Institute of Environmental Sciences and Engineering a grant to establish five scholarships for Eskimo, Metis, and non-treaty Indian students. The Department of Indian Affairs and Northern Development then added enough money to include treaty Indians in the program as well. Many native persons of treaty status would like to feel that they had earned any money coming to them and not simply be the recipients of funds from Indian Affairs. For these scholarships the students will be competing with other native students from right across Canada. A scholarship being a reward for achievement--something earned--the Indian can thus prove to himself that he has the ability to enter university.

Rosemarie Moffit, Administrator and Counsellor for the Program, describes her function as a counsellor who ensures that the students have a social as well as an academic life: "You'd never know there are thirty thousand Indian people living in Toronto, there's so very little contact. I've had people come to me who feel they've lost their identity. They come to this huge city from as far away as Baffin Island, and once work or school ends for the day there is no one who cares, and even if there is, it's very hard for a city person to understand the loneliness and confusion of someone who has lived all his life in an unbelievably small society."

A Summer Research program provides the University with valuable information but the main concern is with the welfare of the individual student. The research program means that his or her education and the University's contact with the student does not end abruptly for four months--if the student wishes to maintain this contact.

The Northern Studies group within the Institute of Environmental Sciences and Engineering is planning to start several summer field investigations which the student can conduct in his own community in conjunction with the native leaders of that community. It is hoped that the students will decide for themselves what particular investigations they wish to carry out and that such studies will be of benefit to the community: "There is a dearth of information about northern communities, and much of the research so far has been done by whites. This is not necessarily bad, but regardless of how well educated and well meaning they are, white people are outsiders. They cannot help but have a statistical feeling rather than a personal one for the people. For example, we need a lot of data on education. How many students drop out? Why do they drop out? Why is education for Indian people in such disarray? We suspect that a native of the community will receive quite different answers and come to quite different conclusions than would an outsider. I would predict that a boy who is dropping out would not give the same reasons to one of our students, who he knows as a member of his own community, as he would to his school counsellor--if he would have anything to say to the counsellor at all."

There are native people on the Northern Studies Committee and on the Scholarship Selection Committee who will assist the student in the selection and methodology of a summer investigation. The Educational Research Office of the National Indian Brotherhood has also volunteered its services in this regard.

KEYWORDS: Indian Scholarships

Sioux Lookout Medical Project

In February 1967 the government asked the faculties of medicine and dentistry of the University of Toronto to help. After three years of collaboration, the university's Sioux Lookout Project is considered a model for other under-doctored areas.

Dr. W.G. Goldthorpe, the Zone Director, is a physician experienced in the delivery of health services to remote areas in Malaysia and Jamaica. He is a direct employee of the Medical Services Branch but the university is responsible for recruiting his medical and dental staff. The medical school hires two or more family practitioners each year and one or more dentists: paediatric residents from the Hospital for Sick Children in Toronto provide continuous coverage in paediatrics by serving one-month rotations. The doctors work in the Indian hospital in Sioux Lookout but each spends one week a month visiting the outlying nursing stations.

The services of the dentist are augmented by the university's dental interns and consultants who regularly visit the zone, as do consultants and residents in internal medicine, orthopaedics, ophthalmology and the other medical and surgical specialities. Each nursing station is now staffed by two or four nurses and the university's nurses receive part of their final year's training in the hospital.

Seven nursing stations scattered throughout the Zone serve their own and twenty satellite communities. The largest station is located in the Cree community of Big Trout Lake 275 miles northeast of Sioux Lookout. Anna Trenholm, an experienced outpost nurse practitioner, is in charge of the Big Trout station and supervises clinics in Sachigo Lake, Bearskin Lake, Angling Lake, Kasabonika, Rocksand and Fort Severn. Nurses share nursing duties and one of the four nurses visits each satellite twice a month. One of these visits is devoted primarily to immunizations and prenatal care.

The University of Toronto's Sioux Lookout Project hopes to involve the Indian people in the planning and control of their health services to a greater extent. The director, Dr. Goldthorpe, organized a meeting in Sioux Lookout in June 1971, to initially present the idea to the chiefs, counsellors, community health aides and community health workers throughout the Zone. Representatives from the Medical Services Branch in Ottawa, the University of Toronto, and the Union of Ontario Indians were also present.

The Project is moving towards integrated health services for treaty Indians and all Canadians in the Sioux Lookout Zone. Non-Indians are treated in the Indian hospital and Indians are treated at the Central Hospital in Sioux Lookout. Although most Indians prefer their own hospital, they can be hospitalized in the General Hospital in Sioux Lookout if they wish. The General Hospital and the Indian hospital may need to provide different services in order to integrate and improve the health services. Whatever the ultimate solution, the problem of integration appears to be an important one.

Dr. H.W. Bain, Chairman of the Department of Paediatrics, University of Toronto, believes the project is a feasible model for delivery of health care in a remote area under extremely adverse conditions. He says that a modified version would be applicable to underdoctored areas in other parts of the world.

In a recent issue of the Journal of the Canadian Medical Association, Dr. Bain suggested that doctors who have spent one year in general practice, especially in an area like Sioux Lookout should be given some priority for acceptance into university post-graduate medical programs. This would be an indirect way to help solve the doctor shortage in small Canadian communities. The Sioux Lookout Project is a collaborative one of universities, governments, doctors, dentists, nurses, community, and consumer, each doing what it does best.

KEYWORDS: Medical Services. Social Services.

Therapy School in Dentistry - Northwest Territories

Canada's first dental therapy school was expected to open in the Northwest Territories in September, 1972 according to an article in the Toronto 'Globe and Mail" of May 8, 1972. The school, a joint federal and territorial Government project, to serve both the Northwest Territories and the Yukon, was to be established at Fort Smith, Northwest Territories.

The Therapy School is a new approach in coming to grips with one of the Territory's major health care problems. There are only three full-time dentists in the area and the hope is that the dental therapists working under the direction of a dentist, will be able to do as much as 70 per cent of the dental work, including extractions.

Dr. Keith Davey, professor of dentistry for children at the University of Toronto, on loan to the Department of National Health and Welfare, is in charge of the Therapy School. Although dental therapists have been licenced to work in the Yukon, this is the first school to be established in Canada. Yukon's dental therapists come from New Zealand or Britian. The dental therapy instruction at Fort Smith will be a two-year course. There will be four full-time dentists on the staff and the students will graduate as fully qualified, semi-professionals who will be able to handle basic dental work. No serious objections from the profession are anticipated because all dental therapists will be under the supervision of a professional dentist and no work will be done unless authorized by the dentist. The dental profession realizes that it cannot hope to cope with the existing dental health problems in the North and that the dental therapists will fill a serious gap in getting dental health care into the settlements on a regular basis. By providing the services of dental therapists, the professional dentist will have more time to look after the serious cases and not get tied down with routine examinations and simple extractions.

KEYWORDS: Medical Services.

22.2 CLASSES

ANTHROPOLOGY:

1236. Early Man in North America I
    2. The archaeology of the earliest populations in the New World. Half credit. First term. Undergraduate. One class in anthropology. Not offered in 1972-73.
    3. 1972-73
    5. Toronto.
    6. Arts and Science.
    7-8. Anthropology.
    9. Archaeology. North America. Prehistory.

1237. Early Man in North America II
    2. Research on specific aspects of the prehistory and palaeoecology of early man in the New World. Half credit. Second term Undergraduate. One anthropology class or consent of instructor. Not offered in 1972-73.
    3. 1972-73
    5. Toronto.
    6. Arts and Science.
    7-8. Anthropology.
    9. Archaeology. North America. Prehistory.

1238. Canadian Indian and Inuit change
    2. The focus is briefly upon historical factors peculiar to the Canadian scene, followed by an intensive investigation of contemporary studies of change both in Indian and Inuit communities. Full credit. Both terms. Undergraduate. One anthropology class or consent of instructor.
    3. 1972-73
    5. Toronto.
    6. Arts and Science.
    7-8. Anthropology.
    9. Anthropology. Culture. Eskimo. Indian.

1239. Selected topics in Canadian society and culture
    2. A seminar on social and cultural aspects of Canadian society, including cultural ecology, kinship, ritual, socio-linguistics, and worldview. A review of the relevant literature and independent work leading to a research paper. Full credit. Both terms. Undergraduate. One anthropology class or consent of instructor.
    3. 1972-73
    5. Toronto.
    6. Arts and Science.
    7-8. Anthropology.
    9. Anthropology. Culture. Eskimo. Indian.

1240. North American Indian in transition
    2. Discussion of the established culture areas and types existing in precontact and early contact times in North America followed by an analysis of the problems arising out of contacts between North American Indians and Euroamericans. Full credit. Undergraduate. Winter and Summer.
    3. 1972-73
    5. Toronto.
    6. Extension Division.
    8. Anthropology.
    9. Anthropology. Culture. Indian.

1241. North American prehistory
    2. Intensive survey course of North American history from the time of man's entry onto the New World to the historic period. Major prehistoric culture areas presented with representative archaeological sites being discussed in depth. Full credit. Winter session. Undergraduate.
    3. 1972-73
    5. Toronto.
    6. Extension Division.
    8. Anthropology.
    9. Anthropology. Archaeology. Eskimo. Indian. North American. Prehistory.

ARCHAEOLOGY:

1242. Archaeology in the Arctic
    2. Full credit. Both terms. Undergraduate. One archaeology course.
    3. 1972-73
    5. Toronto.
    6. Arts and Science.
    7. Anthropology.
    8. Archaeology.
    9. Archaeology. Arctic.

1243. Archaeology of Eastern North America
    2. Half credit. Second term. Undergraduate. One archaeology class.
    3. 1972-73
    5. Toronto.
    6. Arts and Science.
    7. Anthropology.
    8. Archaeology.
    9. Archaeology. Eastern North America.

COMMERCE AND ECONOMICS:

1244. Economic development of the Canadian North
    2. Investigation of the contribution of the North to Canadian economic development, combined with a study of how external forces, both market and non-market, influenced the course of development in the North itself. Particular attention given to the changing role of public policy concerning resource development in the arctic and sub-arctic regions of Canada. Half credit. First term. Undergraduate. Two economics classes and consent of instructor.
    3. 1972-73
    5. Toronto.
    6. Arts and Science.
    7. Anthropology.
    8. Economics.
    9. .Economics. Northern development.

HISTORY:

1245. The Iroquois
2. The history of Canada as viewed from the perspective of an indigenous people, from prehistory times to the present. Readings will include anthropological and ethnological studies as well as historical literature. Full credit. Both terms. Undergraduate.
3. G. Patterson. 1972-73
5. Toronto.
6. Arts and Science.
7-8. History.
9. History. Indian. Iroquois.

1246. Problems in ethnohistory: Eastern North America
2. Selected problems in the ethnohistory of the indigenous peoples of Eastern North America, especially the Iroquoian, Algonquin and Eskimo-Aleut families, special attention paid to the linguistic development and relationships. Full credit. Winter session. Undergraduate.
3. 1972-73
5. Toronto.
6. Extension Division.
8. History.
9. Eskimo. Ethnology. History. Indian.

LINGUISTICS:

1247. Seminar in Algonkian linguistics
2. Full credit. Graduate.
3. J.D. Kaye. 1972
5. Toronto.
6. Graduate Studies.
7-8. Linguistics.
9. Algonkian. Indian. Linguistics.

1248. Linguistic approach to (e.g. Mohawk, Swahili, etc.)
2. Systematic introduction to a spoken language and showing its relevance to practical language work. Full credit. Undergraduate. Winter session. One linguistics class or consent of instructor.
3. 1972-73
5. Toronto.
6. Extension Division.
8. Linguistics.
9. Indian. Linguistics. Mohawk.

1249. Introduction to the study of Canadian Indian language
2. Introduction to the study of Canadian Indian Languages their classification and their structures. The course includes detailed descriptions of several languages. Full credit. Undergraduate. Both terms.
3. 1972-73
5. Toronto.
6. Arts and Science.
7. Anthropology.
8. Linguistics.
9. Indian. Linguistics.

22.3 REASEARCH

ANTHROPOLOGY:

1250. Ritual and ecology in a hunting society, Nichicun Indians, Central Quebec
3. R.W. Dunning. 1969-70
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Central Quebec. Ecology. Hunting. Indian. Nichicun.

1251. Ethnographic survey of Webeque Band of Ojibawa, Northern Ontario
3. E.S. Rogers. 1967-68
5. Toronto.
6. Arts and Science.
7. Ethnology.
8. Anthropology.
9. Anthropology. Ethnology. Indian. Ojibawa. Webeque.

1252. Some aspects of governmental Indian policy and administration
2. Anthropologica, 1962, 4, 209-231
3. R.W. Dunning. 1962
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Administration. Anthropology. Indian. Political Science.

1253. Some problems of reserve Indian community: a case study
2. Anthropologica, 1964, 6, 3-38
3. R.W. Dunning. 1964
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Community. Indian.

1254. Sandy Lake Indian Community
2. Graduate Student.
3. G. Lerchs. 1972
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian. Sandy Lake.

1255. Northern Canada community organization
2. Graduate Student.
3. L. Clnistie. 1971
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Community. Northern Canada.

1256. Northern British Columbia community and ethnic identity
2. Graduate Student.
3. J. Hall. 1971
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Community. Indian.

1257. Participant identification and role in Ojibawa
3. J. Rogers. 1972
5. Toronto.
6. Centre for Linguistic Studies.
7-8. Anthropology.
9. Anthropology. Indian. Ojibawa.

1258. Northern Ontario Cree and Ojibawa
2. Graduate Student.
3. D. Stymeist. 1971
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Cree. Northern Ontario. Ojibwa.

1259. Northern Ontario community relations
2. Graduate Student.
3. G. Mortimore. 1971
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Community. Northern Ontario.

1260. Eskimo
3. Oliver Mott. 1972
5. Toronto.
6. Arts and Science.
7. Linguistics.
8. Anthropology.
9. Anthropology. Eskimo. Linguistics.

1261. Northern Quebec Cree
2. Graduate Student. 1971
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Cree. Northern Quebec.

1262. Micmac Indians
2. Graduate Student.
3. Doug Smith. 1972
5. Toronto.
6. Arts and Science.
8. Anthropology.
9. Anthropology. Indian. Micmac.

1263. South Indian Lake (Northern Manitoba)
2. Graduate Student.
3. David Peutileud. 1972
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian. South Indian Lake.

1264. The effect of culture change on the Eskimo dentition
2. Presented at the International Studies of Eskimos symposium American Association for the Advancement of Science, Boston, December 1969
3. J.T. Mayhall. 1969
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Culture. Dentistry. Eskimo.

1265. Human adaptability in Eskimos
2. International Biological Program.
3. David R. Hughes, March 1972
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Culture. Eskimo.

1266. Annotated bibliography of the physical anthropology and human biology of Canadian Eskimos and Indians
3. C. Meiklejohn.
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Bibliography. Eskimo. Indian. Medicine.

1267. An aspect of recent Eskimo polygamy and wife lending in the Eastern Arctic
2. Human Organization, 1962, 21, 17-20
3. R.W. Dunning. 1962
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Eastern Arctic. Eskimo. Sociology.

1268. Under Four Flags: recent cultural changes among the Eskimos
2. Current Anthropology, 1965, 6, (1). 3-69
3. C.C. Hughes. 1965
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Culture. Eskimo.

1269. Social and economic change among the Northern Ojibwa
2. Toronto: University of Toronto Press, 1959
3. R.W. Dunning. 1959
5. Toronto.
6. Arts and Science.
7-8. Anthropology.
9. Economics. Indian. Northern Ojibwa. Sociology.

ARCHAEOLOGY:

1270. Northwest Territories archaeology
3. W.N. Irving. 1971
5. Toronto.
6. Arts and Science.
7-8. Archaeology.
9. Archaeology. Northwest Territories.

1271. Prehistory of northern Indians and Eskimos: early man in Beringia
2. Canada Council.
3. William Irving. 1965-72
4. Old Crow, Yukon Territory.
5. Toronto.
6. Arts.
7-8. Archaeology.
9. Beringia. Early Man. Eskimo. Indian. Prehistory.

COMMUNITY PLANNING:

1272. A study of housing facilities at Moose Factory, Ontario
   3. R.G. Tress. 1969-70
   5. Toronto.
   6. Arts and Science.
   7. Civil Engineering.
   8. Community Planning.
   9. Community. Housing. Indian. Moose Factory.

1273. Planning evaluations of townsites in the Arctic
   3. S.J.B. Bird. 1970-71
   5. Toronto.
   6. Arts and Science.
   7. Civil Engineering.
   8. Community Planning.
   9. Arctic. Community. Housing.

1274. Waste disposal in cold climate regions
   3. G.W. Heinke. 1969-70
   5. Toronto.
   6. Arts and Science.
   7. Civil Engineering.
   8. Community Planning.
   9. Community. Engineering. Waste disposal.

1275. The effect of low temperatures on waste treatment
   3. G.W. Heinke. 1969-70
   5. Toronto.
   6. Arts and Science.
   7. Civil Engineering.
   8. Community Planning.
   9. Community. Engineering. Waste disposal.

1276. A study of housing facilities and land use of Indian reserve lands in the Subarctic
   3. R. Tress. 1968-69
   5. Toronto.
   6. Arts and Science.
   7. Civil Engineering.
   8. Community Planning.
   9. Community. Housing. Indian. Land use. Subarctic.

1277. Town planning principles for the North
   2. Northern Science Research Group. Department of Indian Affairs and Northern Development.
   3. Morton Katz. 1970-71
   5. Toronto.
   6. Arts and Science.
   8. Community Planning.
   9. Community.

1278. An inventory of municipal servicing in communities of the Northwest Territories
   2. Northern Science Research Group. Department of Indian Affairs and Northern Development.
   3. G.W. Heinke. 1970-71
   5. Toronto.
   6. Arts and Science.
   8. Community Planning.
   9. Community. Northwest Territories.

EDUCATION:

1279. Educational achievement and social acceptance of Indian pupils integrated in non-Indian schools of southern Ontario
   2. Department of Education Thesis, University of Toronto, 1965
   3. H.J. Dilling. 1965
   5. Toronto.
   6. Arts and Science.
   7-8. Education.
   9. Education. Indian. Southern Ontario. Sociology.

ENGINEERING:

1280. Engineering, land use inventory and geological investigations of Indian settlements in the Patricias region of Ontario
   3. S.J.G. Bird. 1967-68
   5. Toronto.
   6. Arts and Science.
   7. Civil Engineering.
   8. Engineering.
   9. Community. Engineering. Indian. Land Use. Patricia region.

1281. Water supply and waste disposal in the Canadian Arctic
   2. Department of Indian Affairs and Northern Development.
   3. G.W. Heinke. 1970-72
   4. University of Toronto and several field locations in the Northwest Territories and Yukon Territories.
   5. Toronto.
   6. Arts and Science.
   7. Civil Engineering.
   8. Engineering.
   9. Engineering. Northwest Territories. Waste disposal. Water supply. Yukon.

ENVIRONMENTAL STUDIES:

1282. Land use and land capabilities as they are affected by variations in environment in the Subarctic
   3. R.G. Tress. 1969-70
   5. Toronto.
   6. Arts and Science.
   7. Civil Engineering.
   8. Environmental Studies.
   9. Environment. Land use. Subarctic.

1283. Levels of pesticides in arctic regions
   3. H. Hughes. 1967-68
   5. Toronto.
   6. Arts and Science.
   7. Physiological Hygiene.
   8. Environmental Studies.
   9. Arctic Regions. Environment. Pollution.

GEOGRAPHY:

1284. Airphoto interpretation in the Subarctic
    3. S.J.G. Bird. 1969-70
    5. Toronto.
    6. Arts and Science.
    7. Civil Engineering.
    8. Geography.
    9. Geography. Subarctic. Terrain studies.

1285. Arctic resident mobility study
    2. Canada Council.
    3. Karl Francis. 1972
    5. Toronto.
    6. Arts.
    7-8. Geography.
    9. Arctic. Demography. Sociology.

1286. A co-operative study of resident travel in Northwestern Canada
    2. Donner Canadian Foundation. Canada Council.
    3. Karl E. Francis. 1971-73
    5. Toronto.
    6. Arts.
    7-8. Geography.
    9. Demography. Northwestern Canada. Sociology. Transportation.

1287. A survey of the advent of mechanical toboggans in the Yukon and Northwest Territories
    2. University of Toronto. Canada Council.
    3. Karl E. Francis. 1971-72
    5. Toronto.
    6. Arts.
    7-8. Geography.
    9. Northwest Territories. Transportation. Yukon.

GEOLOGY:

1288. Limnological survey in central Baffin Island
    3. H.H. Harvey. R.R. Langford. H.A. Regler. F.H. Regler. 1967-68
    5. Toronto.
    6. Arts and Science.
    7. Zoology.
    8. Geology.
    9. Baffin Island. Biology. Geology. Limnology.

HEALTH SCIENCES:

1289. Torus mandibularis in two Northwest Territories Eskimo villages
    2. Co-author M.F. Mayhall in American Journal Physical Anthropology, Vol. 34, No. 1, 1971 pp. 143-148
    3. J.T. Mayhall. 1971
    5. Toronto.
    6. Arts and Science.
    7. Anthropology.
    8. Health Science.
    9. Eskimo. Health. Northwest Territories.

1290. Analysis of contingency table data on torus mandibularis using a log linear model
    2. Co-author T.P. Muller, American Journal Physical Anthropology, Volume 34, No. 1, 1971, pp. 149-153
    3. J.T. Mayhall. 1971
    5. Toronto.
    6. Arts and Science.
    7. Anthropology.
    8. Health Sciences.
    9. Eskimo. Health.

1291. Dental morphology of Indians and Eskimos: its relationship to the prevention and treatment of caries
    2. In Journal Canadian Dental Association, 1972
    3. J.T. Mayhall. 1972
    5. Toronto.
    6. Arts and Science.
    7. Anthropology.
    8. Health Sciences.
    9. Eskimo. Dentistry. Indian.

1292. Parasites of man and char at Igloolik, N.W.T.
    2. International Biological Program.
    3. R.S. Freeman. J. Jamieson. 1972
    5. Toronto.
    6. School of Hygiene.
    8. Health Sciences.
    9. Eskimo. Fish. Health. Igloolik.

1293. Preliminary report on the study of the chromosomes of the Igloolik Eskimo
    2. International Biological Program.
    3. B.A. Chiarelli. R. Daniel. 1972
    5. Toronto.
    6. Arts and Science.
    7. Anthropology.
    8. Health Science.
    9. Eskimo. Igloolik. Medicine.

1294. Dental studies, Igloolik, Northwest Territories
    2. International Biological Program.
    3. John T. Mayhall. March 1972
    5. Toronto.
    6. Arts and Science.
    7. Anthropology.
    8. Health Science.
    9. Dentistry. Igloolik.

INTER- AND MULTIDISCIPLINARY STUDIES:

1295. Indian Harbour - Makkovik, Labrador Expedition
    3. J.T. Wilson. 1967-68
    5. Toronto.
    6. Arts and Science.
    7. Physics.
    8. Inter- and multidisciplinary studies.
    9. Indian Harbour. Labrador. Makkovik.

1296. The capability of land for development as affected by environmental variation in the Subarctic
    3. F.D. Milus. 1970-71
    5. Toronto.
    6. Arts and Science.
    7. Landscape Architecture.
    8. Inter- and multidisciplinary studies.
    9. Environment. Land use. Subarctic.

LINGUISTICS:

1297. Obviation in Odawa
3. D. Jones. 1972
5. Toronto.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Odawa.

1298. Southwestern Ojibwa
2. Graduate Student.
3. Bryan Mossop. 1972
5. Toronto.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Ojibwa.

1299. Eskimo linguistics
2. Graduate Student.
3. Mick Mallon. 1972
5. Toronto.
6. Arts and Science.
7-8. Linguistics.
9. Eskimo. Linguistics.

1300. analysis of Ojibway (aided by computers)
2. Series of papers. Grammar of the language. Material in the form of glossaries and actual folk stories. Canada Council.
3. J. Kay. 1972
5. Toronto.
6. Arts and Science.
7-8. Linguistics.
9. Culture. Indian. Linguistics. Ojibway.

1301. Grammaire du dialecte de Mistassini et comparaison avec le dialecte cri des Plaines
3. Marguerite MacKenzie. 1972
5. Toronto.
6. Arts and Science.
7. Anthropology.
8. Linguistics.
9. Anthropologie. Cris. Linguistique.

1302. Ojibwa
2. Graduate Student.
3. Edna Manitowabi. 1972
5. Toronto.
6. Arts and Science.
7-8. Linguistics.
9. Linguistics. Ojibwa.

1303. Odawa dictionary (using a Computer)
2. Graduate Student.
3. Peter Roosen-Runge. 1972
5. Toronto.
6. Arts and Science.
7-8. Linguistics.
9. Dictionary. Indian. Linguistics. Odawa.

1304. Odawa language project
2. Canada Council.
3. J. Kaye. (with the help of 5 native people) 1972
5. Toronto.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Odawa.

1305. Some derivational processes in Odawa
3. G. Piggott. 1972
5. Toronto.
6. Centre for Linguistic Studies.
7-8. Linguistics.
9. Indian. Linguistics. Odawa.

POLITICAL SCIENCE:

1306. Northern Saskatchewan political development
2. Graduate Student.
3. D. Daniels. 1971
5. Toronto.
6. Arts and Science.
7. Anthropology.
8. Political Science.
9. Northern Saskatchewan. Political Science.

RELIGIOUS STUDIES:

1307. The approach of the Churches to the Canadian Indian
3. John Webster Grant. 1972
5. Toronto.
6. Arts.
7-8. Religious Studies.
9. Indian. Religion. Sociology.

SOCIOLOGY:

1308. Churchill, Manitoba; multi-ethnic sociology
2. Graduate Student.
3. D. Elias.
5. Toronto.
6. Arts and Science.
7. Anthropology.
8. Sociology.
9. Churchill. Sociology.

1309. A sociological analysis of gossip in an Indian reserve community in Manitoba
3. R.W. Dunning. 1970-71
5. Toronto.
6. Arts and Science.
7. Anthropology.
8. Sociology.
9. Community. Indian. Manitoba. Sociology.

WILDLIFE MANAGEMENT:

1310. The ecology and behavior of arctic wolves and caribou
   3. D.H. Pimlott. 1969-70
   5. Toronto.
   6. Arts and Science.
   7. Zoology.
   8. Wildlife Management.
   9. Ecology. Mammals. Wildlife Management.

1311. Comparative ethnology and ecology of redthroated and arctic loons
   3. J.C. Barlow. 1967-68
   5. Toronto.
   6. Arts and Science.
   7. Ornithology.
   8. Wildlife Management.
   9. Birds. Ecology. Wildlife Management.

131[illegible]. A study of interrelations among three related sparrows (Zonotrichia) on the tree line at Churchill, Manitoba.
   3. J.B. Falls. 1968-69
   5. Toronto.
   6. Arts and Science.
   7. Zoology.
   8. Wildlife Management.
   9. Birds. Churchill.

23. TRENT UNIVERSITY

23.1 SPECIAL PROJECTS

Department of Native Studies

The Department of Native Studies, which developed during the past three years from the Indian-Eskimo Studies Program within the Department of Anthropology, has been established as a separate department:

Professor and Chairman: Walter Currie
Associate Professors: C.H. Torok, D. McCaskill, H.A. McCue
Special Lectures: P.A. Cumming, Malcolm Montgomery, Linda Acaster

Native Studies in 1972-1973 may be undertaken as a single major or a joint major in the ordinary program. The dynamic growth in 4 years from a single course with thirty-one students in 1969-70 to this year's 8 courses with 553 full-time students shows the strong interest and suggests a need on the part of the students for such a programme. This growth supports the foresight shown by the Senate in 1969 when it approved in principle the creation of the first Indian-Eskimo Studies programme, as it now exists, is the only degree granting programme in the country.

The creation of the Department of Native Studies had the full support of the Department of Anthropology under whose wing the programme was initially established.

There has also been a steady increase in the number of Native students - five of the 1970-71's group did not return (one graduated, one failed, and three are out of school temporarily). Of the approximately three hundred status Indian students in universities across Canada, eighteen are at Trent. Sufficient funds are now available through the Atkinson Foundation grant, the Donner Canadian Foundation grant, and the Indian Community Branch of the Ontario Department of the Provincial Secretary and Citizenship grant. Funds are also available in the form of scholarships to assist financially those students of Native descent who are ineligible for such support from the federal government.

A proposed expanded role for this programme:

1. Present Courses: these will be examined and evaluated for change, expansion, or shelving.

2. New Courses:

   a. To date the content of all the courses offered in the programme has generally avoided any in-depth analysis or examination of the people in the far North (the Inuit) or the Metis of the Canadian Plains. With the interests and the availability of students whose interests are connected with these topics, particularly the North, it is imperative that such courses be offered as soon as possible.

   b. Language (Cree or Ojibwa)
   This would involve the actual learning of a language by the students and could be integrated with the linguistics part of Anthropology. Linguistically these two languages extend from the Atlantic to the Rocky Mountains in Canada. Teachers, students in sociology or anthropology would find these valuable if they plan to work among Native peoples.

   c. Legend, Song, Poetry of the Native Peoples
   This would present in a positive and different way the culture of the Native peoples, both old and modern. Through this medium, the student could become aware of the cultural richness available to him. Involved also would be a comparative examination of the treatment of Indians and Eskimos in non-Native literature. Co-operation and co-ordination with the English Literature Department would be exercised.

   d. History of the Native Peoples
   Dealing with both North and South America, the students could come to realize the scope and the variety of the various Native nations on the two continents. Especially the vital roles of the Native peoples in the historic and economic development of Canada would be an integral part of the course. This would help to fill a gap in the knowledge and understanding by students of their country's background. Co-operation and co-ordination with the History Department would be exercised.

   e. Cross-Cultural Colonialism
   This course would be an examination of the native populations of Canada, Africa, India, Australia, and New Zealand (possibly Latin America) and the relationships to the colonial administrations.

These additions would permit upper year level courses to be offered and would broaden the options available to the students with another course in at least each of the three years. These courses would be phased into the programme over a two to three year period as faculty becomes available. Faculty would include both Native and non-Native, based on qualifications and experience. Hopefully, the Native staff members will remain in the majority as this gains acceptance and recognition from the students who enter the programme and from the Native peoples across the country.

Other Functions

An integral aspect in the development of the Native Studies Department is the relationship between the university and Native communities. The fact that Trent does have the highest number of Native students proportionate to the total university student population speaks well for the future of such a relationship. Every effort ought to be made to increase and facilitate communication between Trent University and Native communities.

- Teacher Education: With Teacher's Colleges, School Boards or Schools, and in summer courses on campus, this staff has been instrumental in the preparation of teachers for working with Native children and is prepared to continue to do so.

- Adult Education: This could be either non-credit for those wishing to broaden their knowledge and understanding of Native peoples or for those Native students wishing to upgrade themselves and to enter university.

- Short Term Project Courses: These could be offered in co-operation with federal, provincial, or private agencies for the education and training of Native and non-Native personnel who may be involved with Native peoples. Some examples are kindergarten and nursery school aides for reserve communities; band management training; staff for friendship centres and half-way houses and acculturation courses for law enforcement agencies.

Cultural Centre

This would be a combined museum and living art centre where Native youth would learn of their past and create new art forms based on their learning and their skills. Through such a centre, Native youth would have an opportunity to make a rich and significant contribution to the mosaic of Canadian culture.

Courses

Native Studies 100 is the normal prerequisite for all subsequent courses in the discipline and only in exceptional cases will this be modified in consultation with the instructors. A minimum of five courses in Native Studies will be required to qualify for a major in the ordinary programme. Students contemplating majoring in Native Studies are advised to consult the Department and the Calendar for cognate courses in such disciplines as Anthropology, Geography, History, and Sociology.

Description of Courses

- Native Studies 100: A survey of the political, economic, and social processes which affect the native Canadian in the contemporary Canadian society. Lecture, seminar or tutorial weekly, occasional field trips and workshops.

- Native Societies in Canada: (Anthropology 201).

- The Indian Identity: A study of Native (Indian, Eskimo and Metis) personalities and values in the native setting. Lecture fortnightly, tutorials weekly, occasional field trips. H.A. McCue.

- Regional problems of development: A study of the current processes in native communities to develop a political and cultural consciousness with special emphasis on the regional nature of the native communities. H.A. McCue and staff.

- Law and the Canadian Indian: An examination of the historical processes which have affected the legal status of the Native population in Canada. Ample time will be devoted to examining contemporary legal issues, such as aboriginal rights, the Indian Act and Treaties, as well as some case law. M. Montgomery and P.A. Cumming.

- Politics and Native Peoples

- Urbanization and Native Peoples

Students graduating from the program should find themselves prepared for positions in teaching in social work, and in government agencies and organizations involved with native communities.

KEYWORD: Native Studies Programme

23.2 CLASSES

ANTHROPOLOGY:

1313. Native studies
    2. Survey of the political, economic, and social processes which affect the native Canadian in contemporary Canadian society. Full credit. Summer and Winter. Undergraduate.
    3. M. Castellano. E.M. Benedict. 1972-73
    4. Peterborough
    5. Trent.
    6. Arts and Science.
    7. Native Studies.
    8. Anthropology.
    9. Anthropology. Eskimo. Indian. Sociology.

1314. Ethnohistory of Canada
    2. Ethnohistorical research applied to Canada; native cultures and their interactions with the invading cultures. Half credit. Undergraduate. Autumn term. One anthropology class or permission of instructor.
    3. K.E. Kidd. 1972-73
    4. Peterborough.
    5. Trent.
    6. Arts and Science.
    7-8. Anthropology.
    9. Anthropology. Culture. Eskimo. Ethnology. History. Indian. Sociology.

1315. Native societies in Canada
    2. Study of the prehistoric background and modern groupings of Indians in Canada at the time of historical contact; observations on physical, economic, cultural, and linguistic aspects. Full credit. Undergraduate. Winter and Summer. One anthropology class.
    3. C.H. Torok. 1972-73
    5. Trent.
    6. Arts and Science.
    7-8. Anthropology.
    9. Anthropology. Eskimo. Indian. Sociology.

HISTORY:

1316. Canadian Studies: history of Canadian Indians
    2. Undergraduate.
    3. A. Wilson. 1972
    5. Trent.
    6. Arts and Science.
    7-8. History.
    9. History. Indian.

INTER- AND MULTIDISCIPLINARY STUDIES:

1317. Native Studies: politics and native peoples
    2. Undergraduate.
    3. 1972
    5. Trent.
    6. Arts and Science.
    7. Native Studies.
    8. Inter-and Multidisciplinary Studies.
    9. Eskimo. Indian. Political Science.

1318. Native Studies: urbanization and native peoples
    2. Undergraduate.
    3. 1972
    5. Trent.
    6. Arts and Science.
    7. Native Studies.
    8. Inter-and Multidisciplinary Studies.
    9. Eskimo. Indian. Sociology.

1319. Native Studies: law and the Canadian Indian
    2. Examination of the historical processes which have affected the legal status of the population in Canada. Examination of aboriginal rights, the Indian Act and Treaties, and some case law. Full credit. Winter session. Undergraduate.
    3. M. Montgomery. P.A. Cumming. 1972-73
    5. Trent.
    7. Native Studies.
    8. Inter-and Multidisciplinary Studies.
    9. Indian. Law.

1320. Native Studies: education and the native peoples
    2. Contemporary and historical background of the role and of the results of education upon the native peoples. Full credit. Undergraduate. Winter session. One Native Studies class or permission of the instructor.
    3. Walter Currie. 1972-73
    5. Trent.
    7. Native Studies.
    8. Inter-and Multidisciplinary Studies.
    9. Education. Eskimos. Indian.

1321. Native Studies: the Indian Identity
    2. Study of native (Indian, Eskimo, and Metis) personalities and values in the native setting. Full credit. Winter session. Undergraduate.
    3. H.A. McCue. 1972-73
    5. Trent.
    7. Native Studies.
    8. Inter-and Multidisciplinary Studies.
    9. Culture. Eskimo. Indian. Metis.

1322. Native Studies: regional problems of development
    2. Study of the current processes in native communities to develop a political and cultural consciousness special emphasis on the regional nature of the native communities. Full credit. Winter session. Undergraduate. One Native Studies course or permission of the instructor.
    3. H.A. McCue and staff. 1972-73
    5. Trent.
    6. Arts and Science.
    7. Native Studies.
    8. Inter-and Multidisciplinary Studies.
    9. Community. Political Science.

LINGUISTICS:

1323. Algonquian linguistics
    2. Principles of linguistic analysis and reconstruction applied to languages of the Algonquian family; detailed study of phonology, morphology, and syntax of selected Algonquian languages spoken in Canada especially Ojibwa and Cree. Full credit. Winter session. Undergraduate. One anthropology class.
    3. K.M. Todd.
    5. Trent.
    6. Arts and Science
    8. Linguistics.
    9. Algonquian. Cree. Indian. Linguistics. Ojibwa.

ARCHITECTURE:

1324. Native art and architecture
    3. Joan Vastokas. 1972-73
    5. Trent.
    6. Arts and Science.
    7. Anthropology.
    8. Architecture.
    9. Architecture. Art. Eskimo. Indian.

1325. Art and architecture of Northwest coast Indians
    3. Joan Vastokas. 1972-73
    5. Trent.
    6. Arts and Science.
    7. Anthropology.
    8. Architecture.
    9. Architecture. Art. Indian. Northwest Pacific Coast.

EDUCATION:

1326. Give it back to the Indians: education on reservation and off
    3. P. Cumming.
    5. Trent.
    7. Native Studies.
    8. Education.
    9. Education. Indian.

LINGUISTICS:

1327. Ojibwa and Cree
    3. Evelyn Todd.
    4. Northeastern subarctic. Northwestern Ontario. Manitoba. Saskatchewan.
    5. Trent.
    6. Arts and Science.
    7. Anthropology.
    8. Linguistics.
    9. Cree. Linguistics. Ojibwa.

24. UNIVERSITY OF VICTORIA (No information available)

24.1 SPECIAL PROJECTS

24.2 CLASSES

ANTHROPOLOGY:

1328. Indians of the Pacific Northwest
2. Native cultures of the Pacific Northwest and anthropological problems presented by this area; survey of the native peoples of the New World; racial linguistic and cultural relationships; intensive study of a few represented tribes. Full credit. Winter and Summer session. Undergraduate and Graduate. One anthropology class or permission of the instructor.
3. 1972-73
5. Victoria.
6. Arts and Science.
7. Anthropology/Sociology.
8. Anthropology.
9. Anthropology. Indian. Northwest Pacific Coast. Sociology.

1329. Ethnology of North America
2. The major culture areas of aboriginal North America with description and analysis of selected cultures; introduction to problems in the interpretation of North American ethnology. Full credit. January-April. Undergraduate and Graduate.
3. 1972-73
5. Victoria.
6. Arts and Science.
7. Anthropology/Sociology.
8. Anthropology.
9. Anthropology. Ethnology. North America.

1330. Ethnology of the Circum-Polar Region
2. The cultures of the Arctic and Sub-Arctic of North America. Full credit. January-April. Undergraduate and Graduate.
3. 1972-73
5. Victoria.
6. Arts and Science.
7. Anthropology/Sociology.
8. Anthropology.
9. Anthropology. Ethnology. Polar region.

LINGUISTICS:

1331. North American Indian languages
2. Survey of the language families of North America and detailed grammatical examination of several languages chosen from different families. Full credit. Winter session. Graduate.
3. 1972-73
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics.

24.3 RESEARCH

EDUCATION:

1332. A report of observations over a period of a school year, 1970-71, in a public school class at the Cowichan School District #65, Duncan, B.C.
3. A. Richard King. 1970
5. Victoria.
6. Arts and Science.
8. Education.
9. Cowichan. Education. Indian.

LINGUISTICS:

1333. A Kwakiutl phonology
2. M.A. Thesis.
3. David Grubb. 1969
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Kwakiutl. Linguistics.

1334. Some phonological rules in mainland Comox
2. M.A. Thesis.
3. John H. Davis. 1970
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Comox. Indian. Linguistics.

1335. Lexical suffixes in Saanich, a dialect of Straits Coast Salish
2. M.A. Thesis.
3. Michael Pidgeon. 1970
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Saanich. Salish.

1336. A dictionary of Songish, a dialect of Straits Salish
2. M.A. Thesis.
3. Marjorie Mitchell. 1968
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Dictionary. Linguistics. Salish. Songish.

1337. A phonology of Cowichan
2. M.A. Thesis.
3. Tiiu Kava. 1971
5. Victoria.
7-8. Linguistics
9. Cowichan. Indian. Linguistics.

1338. Dictionary of the Nanaimo Dialect of Coast Salish
2. Paper presented to Dr. H.J. Warkentyne. 1971
3. Adrian Leslie. 1971
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Dictionary. Indian. Linguistics. Nanaimo. Salish.

1339. Linguistic acculturation in Nitinat
2. Paper presented at the Third International Conference on Salish languages. August 1968.
3. Terry Klokeid. 1968
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Culture. Indian. Linguistics. Nitinat.

1340. Some geographical terms of the Saanich Indians of British Columbia
2. Paper submitted to Dr. H.J. Warkentyne. June 1971.
3. Douglas R. Hudson. 1971
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Saanich. Typonymy.

1341. Problems in Proto-Salish pronoun reconstruction
2. Paper presented at the Fifth International Conference on Salish languages. August. 1970.
3. James Hoard. 1970
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Proto-Salish.

1342. Prefix constituents /x/
2. Paper presented at the Fifth International Conference on Salish languages. August 1970.
3. Thom Hess. 1970
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Salish.

1343. Secondary suffixation in Puget Salish
2. Paper presented at the Fourth International Conference on Salish languages. August. 1969.
3. Thom Hess. 1969
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Puget Sound. Salish.

1344. Directive phrases: A consideration of one facet of Puget Salish syntax
2. Paper presented at the Third International Conference on Salish languages. August 1968.
3. Thom Hess. 1968
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Puget Sound. Salish.

1345. Four forms of the verb in Sliammon
2. Discussion of verbal aspects and illustration of practical orthography.
3. John H. Davis. 1971
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Sliammon.

1346. Notes on Mainland Comox Phonology
2. Paper presented at the Fifth International Conference on Salish languages.
3. John H. Davis. 1970
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Comox. Indian. Linguistics.

1347. Some Ay'ajothum Words
2. Distributed to members of the Homalco, Klahoose and Sliammon bands.
3. John H. Davis. 1970
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indian. Linguistics. Pacific Coast.

1348. The ethnobotany of the Coast Salish Indians of Vancouver Island
2. B.S. Honours thesis in the Department of Biology.
3. Nancy J. Chapman. 1969
5. Victoria.
6. Arts and Science.
7-8. Linguistics.
9. Indians. Linguistics. Salish.

SOCIOLOGY:

1349. Problems of eskimo relocation for industrial employment
2. Northern Science Research Group.
3. D.S. Stevenson. 1969
5. Victoria.
6. Arts and Science.
7. Anthropology/Sociology.
8. Sociology.
9. Employment. Eskimo. Northern Development. Sociology.

25. UNIVERSITY OF WATERLOO

25.1 SPECIAL PROJECTS (No information available)

25.2 CLASSES

ANTHROPOLOGY:

1350. Ethnohistory of Canadian Indians
   2. Half Credit. Undergraduate.
   3. J.G.E. Smith. 1972
   5. Waterloo.
   6. Arts and Science.
   7-8. Anthropolpgy.
   9. Ethnology. History. Indian.

1351. Ethnology of North American Sub-Arctic
   2. Half credit. Undergraduate.
   3. J.G.E. Smith. 1972
   5. Waterloo.
   6. Arts and Science.
   7-8. Anthropology.
   9. Ethnology. Sub-Arctic.

1352. North American Indians
   2. Survey of the cultures of the native peoples of Canada and the United States at the time of contact with European Civilization. Emphasis placed upon such aspects as cultural ecology, tribal socio-political organization, and nativistic reactions to Europeans. Full credit. Undergraduate. Summer session. 1 anthropology class or consent of instructor.
   3. Tom Abler. 1972
   5. Waterloo.
   6. Arts and Science.
   7-8. Anthropology.
   9. Anthropology. Indian.

1353. Eskimos
   2. Half credit. Undergraduate.
   3. 1972
   5. Waterloo.
   6. Arts and Science.
   7-8. Anthropology.
   9. Anthropology. Eskimo.

1354. Contemporary Canadian Indian scene
   2. Analysis of present day Canadian Indian politics, economics, social organization, education, and religion. The Indian Act and its implementation by the Indian Affairs Department, studied in view of assessing its role in maintaining Indian cultures. Half credit. Winter term. Undergraduate. 1 anthropology class or consent of instructor.
   3. 1972
   5. Waterloo.
   6. Arts and Science.
   7-8. Anthropology.
   9. Anthropology. Indian. Political Science. Sociology.

1355. Eskimo cultures
   2. Eskimo cultures of Alaska, Canada, and Greenland from the time of European and Asian contact to the present. Half credit. Fall term. Undergraduate.
   3. 1972
   5. Waterloo.
   6. Arts and Science.
   7-8. Anthropology.
   9. Culture. Eskimo.

ARCHAEOLOGY:

1356. North American archaeology - the later cultures
   2. Survey of North American cultures from the emergence of food production as a major factor in cultural development to the advent of the Europeans. Half credit. Undergraduate.
   3. 1972
   5. Waterloo.
   6. Arts and Science.
   7. Anthropology.
   8. Archaeology.
   9. Archaeology. Culture. Eskimo. Indian.

1357. North American archaeology - Paleo-Indian and Archaic
   2. Survey of the earliest known cultures in North America. Undergraduate. Half credit.
   3. 1972
   5. Waterloo.
   6. Arts and Science.
   7. Anthropology.
   8. Archaeology.
   9. Archaeology. Paleo-Indian.

ART:

1358. Primitive art
   2. Study of prehistoric world art (Paleolithic, Mesolithic, and Neolithic) the art of Africa, the Americas, and Oceania, and European folk art. Half credit. Fall term. Undergraduate.
   3. 1972
   5. Waterloo.
   6. Arts and Science.
   7. Fine Arts.
   8. Art.
   9. Art. Eskimo. Indian.

1359. Canadian art
   2. Examination of Canadian art beginning with the aboriginal arts of Indians and Eskimos extending through the imported European styles of settlers, especially from Britian and France in the seventeenth, eighteenth, and nineteenth centuries to the development of the nationalist styles of the early twentieth century, culminating in contemporary Canadian art. Half credit. Fall term. Undergraduate.
   3. 1972
   5. Waterloo.
   6. Arts and Science.
   7. Fine arts.
   8. Art.
   9. Art. Eskimo. Indian.

COMMUNITY PLANNING:

1360. Projects, problems and readings in planning (New Towns)
   2. This course is conducted in a Seminar-workshop style. The project consists of (a) the study of northern settlement patterns, and (b) the preperation of conceptual plans for selected regions in the North, by student working groups, taking into account the special conditions of climate, soil landscape, and socio-economic requirements. Half credit. Undergraduate.
   3. Saul Herzog. 1971
   5. Waterloo.
   6. Arts and Science.
   8. Community Planning.
   9. Community. Sociology.

1361. Housing policies
   2. Focus on Canadian housing policies and programmes particularly with regard to the housing of low and moderate income families. Economic, political, physical and social considerations underlying these policies will be examined. Half credit. Fall term. Undergraduate.
   3. 1972
   5. Waterloo.
   6. Arts and Science.
   7. Urban and Regional Planning.
   8. Community Planning.
   9. Community. Housing. Sociology.

ENVIRONMENTAL STUDIES:

1362. Environmental ecology
   2. Undergraduate.
   3. 1972
   5. Waterloo.
   6. Arts and Science.
   7-8. Environmental Studies.
   9. Ecology.

1363. Northern ecology
   2. Undergraduate.
   3. 1972
   5. Waterloo.
   6. Arts and Science.
   7-8. Environmental Studies.
   9. Ecology. North.

GEOGRAPHY:

1364. Polar lands
   2. Graduate. Full credit.
   3. 1972
   5. Waterloo.
   6. Graduate Studies.
   7-8. Geography.
   9. Geography. Polar Regions.

HISTORY:

1365. History of North American Indians
   2. Examination of the main themes in the history of the Indians of Canada since 1600. Some attention given to the Indians of the United States comparing their history with that of the Canadian Indians. Full credit. Summer session. Undergraduate. 1 history class or consent of instructor.
   3. 1972
   5. Waterloo.
   6. Arts.
   7-8. History.
   9. History. Indian.

1366. Indigenous minorities
   2. Graduate.
   3. 1972
   5. Waterloo.
   6. Graduate Studies.
   7-8. History.
   9. Eskimo. History. Indian.

1367. The history of selected racial and regional minorities in North America
   2. Examination of the emergence of minority assertiveness and the changing perception of majority-minority relationship. Half credit. Undergraduate.
   3. 1972
   5. Waterloo.
   6. Arts.
   7-8. History.
   9. History. Political Science. Sociology.

INTER- AND MULTIDISCIPLINARY:

1368. Minority groups and their social environment
   2. Half credit. Undergraduate. Consent of Instructor.
   3. 1971-72
   5. Waterloo.
   6. Arts.
   8. Inter- and Multidisciplinary Studies.
   9. Sociology.

SOCIOLOGY:

1369. Comparative study of social and cultural changes in arctic and sub-arctic areas
   2. Undergraduate.
   3. Karen E. Rawling. 1972
   5. Waterloo.
   6. Arts.
   7-8. Sociology.
   9. Arctic. Culture. Sociology.

25.3 RESEARCH

ANTHROPOLOGY:

1370. Ojibwa of northern Minnesota and northern Ontario
   3. J.C.E. Smith.
   5. Waterloo.
   6. Arts and Science.
   7-8. Anthropology.
   9. Anthropology. Indian. Northern Minnesota. Northern Ontario. Ojibwa.

1371. Rocky Cree of Reindeer Lake Region
2. Social structure and change. cultural ecology.
3. J.G.E. Smith.
5. Waterloo.
6. Arts and Science.
7-8. Anthropology.
9. Cree. Culture. Indian. Reindeer Lake.

1372. Canadian Indian Bibliographic Project
3. Tom Abler and Sally Weaver. 1972
5. Waterloo.
6. Arts and Science.
7-8. Anthropology.
9. Bibliography. Indian.

1373. Ethnohistory of the Iroquois (Seneca)
3. Tom Abler. 1972
5. Waterloo.
6. Arts and Science.
7-8. Anthropology.
9. Ethnohistory. History. Indian. Iroquois. Seneca.

1374. Caribou Eater chipewyan of boreal forest-tundra ecotone.
2. Social structure, social change, political organization, cultural ecology.
3. 1972
5. Waterloo.
6. Arts and Science.
7-8. Anthropology.
9. Boreal forest. Caribou. Chipewyan. Tundra.

BIOLOGY:

1375. Study of an experimental salmon fishery operated by the Eskimo Cooperative at Fort Chimo
3. H.C. Duthie.
4. Fort Chimo.
5. Waterloo.
6. Arts.
7-8. Biology.
9. Biology. Co-operative. Eskimo. Fishery. Fort Chimo.

1376. Environmental studies in connection with hydro-electric developments in Labrador-Quebec
3. H.B.N. Hynes.
5. Waterloo.
6. Arts.
7-8. Biology.
9. Ecology. Labrador. Northern development.

1377. A neglected field: chemical studies of arctic plants
3. Victor Snieckus. Guy R. Brassard. 1972
5. Waterloo.
6. Arts and Science.
7. Chemistry.
8. Biology.
9. Botany.

1378. Salmon research at Matainek
2. NRC, Quebec Government.
3. K. Schiefer.
5. Waterloo.
6. Arts and Science.
7-8. Biology.
9. Biology. Fishery. Matainek.

1379. Report on the biological studies carried out at Matainek Research Station
3. G. Power and graduate students. 1971
5. Waterloo.
6. Arts and Science.
8. Biology.
9. Biology. Fishery. Matainek.

COMMUNITY PLANNING:

1380. National Park development in the north
2. Federal Park Branch.
3. J.B. Theberge.
5. Waterloo.
6. Arts and Science.
7. Man Environment.
8. Community Planning.
9. Community. Ecology.

ECONOMICS:

1381. An analysis of the contact between Canadian, Greenland and Alaskan Eskimo and the European
2. Specific attention will be directed to economic development and the problems of transferring economic skills cross-culturally.
3. Sally Weaver.
5. Waterloo.
6. Arts and Science.
7. Anthropology.
8. Economics.
9. Alaska. Economics. Eskimo. Greenland.

ENGINEERING:

1382. Icebreakers
3. R.F. Scrutton. 1971
5. Waterloo.
6. Arts and Science.
7. Mechanical Engineering.
8. Engineering.
9. Transportation.

1383. Radio isotope power supplies
3. 1971
5. Waterloo.
6. Arts and Science.
7. Mechanical Engineering.
8. Engineering.
9. Engineering.

ENVIRONMENTAL STUDIES:

1384. Resource development and management in the Canadian North
3. George Francis.
5. Waterloo.
6. Arts and Science.
7. Man-Environment Studies.
8. Environmental Studies.
9. Canadian North. Northern development. Resources.

GEOGRAPHY:

1385. The political development and administration of the Northwest Territories and the Yukon
3. Roy Officer.
5. Waterloo.
6. Arts and Science.
7-8. Geography.
9. Administration. Northwest Territories. Yukon.

HEALTH SCIENCES:

1386. Human physical performance in a cold environment
3. Faculty. 1971
5. Waterloo.
6. Arts and Science.
7. Kinesiology.
8. Health Science.
9. Health. Medicine.

INTER- AND MULTIDISCIPLINARY:

1387. Study of recreation, real and potential of the Canadian Arctic
3. John B. Theberge. 1972
5. Waterloo.
6. Arts and Science.
7. Man-Environment.
8. Inter-and Multidisciplinary Studies.
9. Recreation.

LINGUISTICS:

1388. Pany Island Ojibwa (projected learner's manual for the dialect)
3. Jean Rogers. 1972
5. Waterloo.
6. Arts and Science.
7. Anthropology.
8. Linguistics.
9. Indian. Linguistics. Ojibwa. Pany Island.

26. WATERLOO LUTHERAN UNIVERSITY

26.1 SPECIAL PROJECTS (No information available)

26.2 CLASSES

ANTHROPOLOGY:

1389. Native peoples of North America
   2. Study of the aboriginal Indian and Eskimo cultures of North America. Problems in acculturation and adjustment to Euro-American culture patterns. Full credit. Winter session. Undergraduate. One anthropology class.
   3. 1972-73
   4. Waterloo.
   5. Waterloo Lutheran
   6. Arts.
   7. Sociology/Anthropology.
   8. Anthropology.
   9. Anthropology. Eskimo. Indian.

26.3 RESEARCH

ARCHAEOLOGY:

1390. Computer studies of Ontario Iroquois
   3. Norman E. Wagner. 1971
   5. Waterloo Lutheran.
   6. Arts and Science.
   7-8. Archaeology.
   9. Archaeology. Indian. Iroquois.

1391. Coding and clustering potter by computer
   3. Norman E. Wagner. 1971
   5. Waterloo Lutheran.
   6. Arts and Science.
   7-8. Archaeology.
   9. Archaeology. Indian.

1392. Excavations on a pre-Neutral Village site (Northern Ontario)
   3. Norman E. Wagner. 1972
   5. Waterloo Lutheran.
   6. Arts and Science.
   7-8. Archaeology.
   9. Archaeology. Indian. Northern Ontario.

27. UNIVERSITY OF WESTERN ONTARIO

27.1 SPECIAL PROJECTS

Computer Assisted Instruction

The main purpose of the Computer Assisted Instruction (CAI Project) conducted during the summer of 1970 in Inuvik, Northwest Territories was first to test the feasibility, costs, and future sharing computer at the Univerisity of Western Ontario. It was hoped that this initial connection would serve as a preparation for future educational experiments in the Far North.

There was a total of 45 students who took part in the project. In order to achieve a program which appealed to the students, discussions and meetings were held with them, and the format and content of the classes were left up to them.

Open Houses were held with displays set up to complement the computer demonstration. These included books, pictures, and descriptions of the set up, a set of transparencies which described, in cartoon form, the components and functioning of a computer, and the games Cardiac and Hexafawn.

The major problem throughout the entire project was the transmission of information. Because a land line is used between Inuvik and Hay River, every time that anything interferred with the wire (which is above the surface on tripods) or any electrical or magnetic fields were set up within the wire, the difficulty showed up on the printout. The effects of the difficulty usually took one of two forms: characters were erased or altmodes ($) were inserted. This insertion caused either an input error or signified the end of a student's response. This was very annoying to the children for they got the impression that the computer was trying to hurry them.

At the beginning, the operators would keep monitoring the calls and each time the noise was translated (by the acoustic coupler) into some character, which was then typed out. This also led to erroneous input to the computer and often made students' answers appear incorrect. When the land line was inoperative or 'down' no transmission at all was possible and this caused a few awkward situations.

Both the Inuvik Research Lab and the radio station, CHAK, provided valuable support whenever it was necessary.

KEYWORD: Computer Assisted Instruction

Cross-Cultural Learner Centre

The Cross-Cultural Learner Centre was developed as a joint project by Canadian University Service Overseas (CUSO) and the Office of International Education, University of Western Ontario, with the support of grants from Althouse College of Education, the Atkinson Foundation, Canadian Crossroads International, and CUSO.

To select and produce material for each "resource area", steering committees were made up of individuals from the major cultural groups concerned, under the following chairmen: Sola Avoseh, Africa; Charmaine Carasco, Caribbean; Bryan Loucks, Native Peoples Information Centre; Marjorie Okraku, Canadian Black Studies.

Other key people involved in establishing the Centre were Professor D.L. Forgie, School of Library Science, University of Toronto; Dr. S.L. North, psychologist, Nathaniel Hughson Institute, Burlington; Professor D.G. Simpson, Dan Curtis, and Carol Sissons, Office of International Education, University of Western Ontario.

Further material, equipment, and assistance was provided by Althouse and Westminster Colleges, the Lawson Library, and the School of Library and Information Science, University of Western Ontario; various departments of the University of Toronto; McMaster University Health Science Centre; Michigan State University; Bell Canada; Com-Share Canada Limited; and Polycom Systems Limited. Literally hundreds of individuals, including nationals of many countries, CUSO volunteers and staff, have also contributed materials and time to create the extensive resources now available in the Centre.

The Centre offers a comprehensive and thoroughly correlated range of resource materials. Though concentrated at present on East, Central and West Africa its information also covers southern Africa, the Caribbean, North American native peoples, Canadian Black studies, general development concepts, and cross-cultural relations. New resources are added constantly; the latest being on Canadian social science curriculum theory, developed by the History Department at Althouse College.

The resource materials consist of films, videotapes, slide-sound shows, cassette recordings, books and vertical data files (articles, abstracts, brochures, news clippings and other printed matter).

All information is stored on a time sharing computer. The computer is linked by telephone to a single keyboard terminal in the Centre which works just like a typewriter. As an individual user, the student consults the computer memory by typing in a question in the form of two or three keywords. The computer terminal provides a printout listing all the various forms of information in the Centre which can be used to answer the question. It can also provide abstracts of this information to help the student in his selection. Tearing off the printout, the student takes it with him and uses it as a guide to pick whatever kind of resource item in the Centre he thinks will be most interesting or useful, e.g. a film.

In addition to using the physical material, the student may also want to consult some of the staff in the Centre or an outside resource person for further personal assistance.

Far from being dominated by the system, the Centre gives a real opportunity for an individualised learning experience, determined solely by what the student wants to know.

In addition to its regular operation, the Centre is prepared to provide on request, in co-operation with local community groups:

- Orientation programmes linked to specific areas of the Third World.
- Workshops for development education groups on the production of audio-visual materials and the creation of mini-resource centres.
- Workshops on development education techniques, e.g., simulation games, multi-media presentations, and other similar materials.
- Workshops for audio-visual, curriculum, and library specialists from school boards and universities on the development and operation of a Learner Centre, with the intention of encouraging the establishment of similar centres in major communities across Canada.
- Programmes varying in length from a half-day to two weeks dealing with integrated cross-cultural human relations training.

KEYWORD: Resource Centre

Indian Counselling

Althouse College of Education at Western is one of three Canadian Colleges to offer a one-year course to train Indians for careers in counselling and guidance with the Department of Indian Affairs and Northern Development. Lethbridge Community College in Alberta and the College of Education at the University of Toronto also offer these courses. The program follows a pilot project in such courses initiated in Ontario and Alberta in 1971.

The one-year course includes communications, counselling psychology, social theory, and law.

On graduation the counsellors will be employed by Indian bands, school boards, or by the Department of Indian Affairs and Northern Development to provide liaison between the school and the community.

Short-term summer courses in counselling are being considered for Quebec, Saskatchewan, and British Columbia.

KEYWORD: Counselling Course

Native Resource Centre

Started in 1970 by Dr. Arthur Blue, then a Psychologist at the Althouse College of Education, now at the University of Saskatchewan, Saskatoon, the Native Resource Centre was formally known as the "Indian Information Centre".

Its main function is the collection of materials on North American Indians. In the beginning users were mainly non-Indian teachers who taught Native students or those doing projects or teaching non-Indians about Indians. It was found in the next year or so that there was in addition to the demand for written and published information also one for speakers and resource persons. During this period, individuals and groups went out to speak at schools and also to participate in panel discussions. At present the Native Resource Centre tries to give interested Native people the opportunity to share their knowledge of the Native Peoples' lifestyle with interested groups. The Indian Information Centre became the Native Resource Centre for two reasons:

1. because of the expanding nature of the centre (i.e. tapes, slides, and audio-visual material)
2. because the centre changed its location and office and became a component of the Cross-Cultural Learner Centre at Westminster College, 1467 Richmond Street, N. London, Ontario.

The Native Resource Centre has been trying to expand continually in a direction geared to word the needs of Native people in the Ontario area. The Native Resource Centre as a part of the Cross-Cultural Learner Centre has received funding in the year 1972, from the Donner Foundation, a private funding body, and the Secretary of State. Additional grants are continually being sought in the hopes that the Centre may be able to provide better resources and develop more contact with many more Native people in the future. Future plans include:

a) community projects-involvement of Native people in projects that they feel will be successful and will serve the community.

b) education in its most encompassing sense - these areas would be the supplying of resource people for interested groups or projects and any other form of learning process.

c) scholarships - to be available to all Native people to pursue their interest, whether academic or research on their own.

d) museumobile - which would travel to all local reserves for their use in the community and their schools.

e) resources - to continue to collect and disseminate human and material resources (i.e. slides, tapes, movies, books).

Before the Centre can go ahead with these plans it is imperative that the Native people of the area know about and support them. Feedback, whether positive or negative, must be received so that existing programs are not duplicated or any possible success taken away from other projects.

The Native Resource Centre is currently running a Native Studies Course at the Saunders Secondary School and assisting with the Native Social counselling Course at Althouse College. Pressures are increasing to become involved in similar courses at other secondary schools, and to have sufficient multi-media resources available for new and existing programs. The centre will have an expanded role in holding workshops for teachers of Native children.

A number of new activities will be undertaken:

a) The Native Arts Guild: The Guild is to offer those Native people of the urban community the opportunity to work for the betterment of their peoples' image while away from the reserve. At the same time, the environment of an expression centre run by Native peoples will provide them with a stepping stone for contending with new found circumstances.

An attempt is anticipated in the setting up of programs in the research fields to be worked on by Native students (e.g. types of pottery used by the Iroquois).

b) The Jury Collection is the single most important collection of Native artifacts of relevance to the Native people of southwestern Ontario. It was recommended that it be turned over to the University of Western Ontario.

Essentially the collection could be used for research, as an integral part of anthropology and archaeology projects, and for instructional purposes - for example, as a resource base for the Native Arts Guild, for films and slides, and in mobile form for use in the educational system and the community.

c) The Lawson Property includes the site of a Neutral Indian Village which is one of the best sites of its kind in North America. A sub-committee was set up to investigate the legal position of the Lawson

Property vis-a-vis the University and the Ontario Government, the space requirements for the Native Arts Guild, the Jury Collection and the other programs of the Institute, with a view to building on the Lawson site, the possibility that such a development become the centennial project of the University of Western Ontario, additional uses of the Lawson site and the recovery of Native artifacts taken from that location.

d) Fellowships: This program is to be left as open and flexible as possible to allow for innovative and constructive projects in areas where currently there is no funding available. Applications for support will be made to the board of the Native Institute for projects such as those supported by the existing Tree and Peace Fund:

- fellowships for the development of human potential (individual study at institutions such as the University or the museum; leadership training; travel to study innovative educational experiments; apprentice-type learning, etc.).
- seed money for feasibility studies for programs in the cultural and educational field.
- support for individual research (e.g. into the development of resource material on Native culture.)

e) Teacher Training: A high priority in the educational area is to investigate the possibility of a teacher training program for Native teachers.

Responding to a request from some members of the District Education Council it is also planned to survey existing teachers of Native children to find out which teachers need and would benefit from workshops at the Cross-Cultural Learner Centre. The purpose of the workshops would be to increase their awareness of local cultures and history, and of the role of culture in the learning process, as well as to put them into closer contact with parents of the children they teach. A related possibility being explored is the use of returned C.U.S.O. volunteers until Native teachers become available.

KEYWORD: Resource Centre

Native Youth on Campus

Implemented in 1969, the Native Youth on Campus Project was a joint venture between the Department of Indian Affairs and Northern Development and the University of Western Ontario. Its involvement has expanded from a beginning of 3 students in 1969 to 35 students for the summer 1972.

The idea for the project found its beginning in a periodic journal which carried a story dealing with a university group in an American city and their situation. From this idea and the visible lack of Native students in post-secondary school education, Mrs. Pat Cherfurka, a physics professor at U.W.O., began assembling resources to implement a similar program whereby senior secondary school Native students would be oriented to the pace of university life and reap the benefits of summer employment.

Because students come from all over Ontario and their outlooks on education are varied, it was hoped that any of the "stereotyped fears" they had would be removed by the program and replaced with a healthy interest in higher learning. Student reaction to exposure of campus operations has been favourable and most of these students continue their education.

Involvement and organization among the students has been extensive. Some students organize activities such as horseback riding, or trips to pow-wow, and barbecues, while others work on Iroquois arts and crafts displays. Still others organize displays dealing with Indian culture such as the "Indian Week", sponsored by the "New World" group, or participate in the Cross-Cultural Theatre called "Players for Unity".

KEYWORD: Native Programme

University of the North

The proposal for a University of the North originated in July 1970 with a group centered at the University of Western Ontario through the Department of International Education.

An essential feature of this proposal for a University of the North is the strong emphasis put on modern communications technology involving television and the computer. Equally important is the University's role in giving expression to the cultures of the native peoples.

The University of the North is envisaged as an educational system depending on telecommunication in much the same way as classical universities depended on the book. Information in this environment must be highly portable in order to be accessible at remote points. The approach is similar to that of the "Wired City" of John de Mercado of the Federal Department of Communications, the essence of which is to unite widely seperated points in a communications network.

A university constructed around microwave technology requires a minimum of buildings, no permanent library, and few, if any, localized administrative departments. It would, however, require the most advanced network to supply accounting, registration, document retrieval and other faculties. In its full extension, the University is recommended as a proto-type for Canada of the Wired City concept.

By drawing on the resources of southern universities, the University of the North could be a reality in the short space of two years. Most of the required facilities are available in industrial and educational centres in the south. What is needed from the viewpoint of hardware facility is the acceptance of a policy of transmission independent of distance. This concept, long accepted for mail service, is required in order to allow transmission of educational materials from any centre in Canada to remote points in the Arctic and sub-Arctic.

Contribution of the Native Peoples

One of the guiding principles of the University of the North is the recognition in an active sense of the cultures of the original peoples of the North. The University should recognize this not only in its philosophy but also in its structure. This, along with the emphasis upon advanced communications concepts might be said to be the main characterization of the University. An emphasis on Eskimo and Indian cultures would fill a very real need since there does not exist a true campus of Northern studies oriented to the original peoples themselves.

This approach alters fundamentally the approachers of the past. Among others, it requires a reference to oral culture and an east-west regionalism along parallels of latitude distinguishing the Eskimo and Indian latitudes. As a first step and in order to reflect this quality, it is hoped to establish a Board of Directors with equal representation between Government, Northern Industries, and the Native Peoples resident in the North. In the teaching function, the transmission of native cultures is to be controlled and taught by representatives of those cultures. But, perhaps the most important overriding consideration is one which can only partially be written into the structure: it is the desire among all participants to improve the quality of life for those involved.

The costs of the proposed university are expected to be high. Yet, this is not inconsistent with the high cost required to bring northern Canada to a level in accordance with that of the rest of the country.

For, if the project stopped at the point where it provided a stimulus to the technology of communications, or at the provision of such facilities for native groups, it might for that reason alone be sufficiently justified. But, beyond these factors, there is the strong likelihood that this project will provide a type of mission-oriented research program in communications which could in itself prove of the greatest value to Canada and the Canadian communications industry.

Although this is only a possibility because of its research aspect, it is indicated by the most recent developments connecting technology, theory, and cross-cultural research. Particularly notable, are the fields of educational technology, computer graphics, and man-machine symbiosis. In this type of research it is the plasticity of information systems which point the way. The industrial spin-off of this work is expected to be extensive and there is a considerable number of firms which could supply the expertise. By capitalizing on this aspect, Canada could increase and diversify its research potential and at the same time play an important consultative role in regard to educational technologies for the devloping nations of Africa and elsewhere. Perhaps it is in the Canadian North more than in any other part of the world that a highly advanced occidental technology may be redirected in the proper human sense by oral cultures whose global expression has yet to be achieved.

Information Flow

Technically, universities are information resource centres. The University of the North is describable, by contrast with more autonomous information facilities of southern universities, not so much as a self-contained information organism, but as an extremum-point or remote terminal-point in a network. Relative to its information role, three somewhat distinct communication flows are distinguishable, according to whether the North is sender, receiver, or both. These three modes are described as follows:

1. South - North
   In this mode the information resources of the South are transmitted to the North via microwave. This is readily possible for the "software" disciplines which do not require immense buildings.

2. North - South
   In this mode, the accumulated knowledge of Indian and Eskimo cultures and the associated anthropology courses are developed by native peoples in the North and transmitted by the native peoples themselves under the auspices of the University.

3. Combined North-South/South-North
   This is a collaborative, mutually developed aspect in which research groups working at the interface between native and white cultures develop new methods permitting exchange between oral and written traditions.

A University operating in accordance with the above information flows is of course limited to types of knowledge communicable by microwave facilities. The sciences which require laboratory facilities would not for example be amenable to this system although the associated theory could be.

It might be argued that a post-secondary educational organization without provision for physical laboratories is not, properly speaking, a university. But, as stated above, the University of the North is a contributing element in a mutually supporting network of universities and its special position implies dependence in this respect on southern universities. If a certain type of physical plant is not to be maintained, it is in order to concentrate on the globally significant vocation of working in the domain of social ecology.

From the practical standpoint, the three types of information flow provide a ready strategy for northern education with the least amount of formal organization. The technology in these three modes is already available, requiring only the agreement of participating agencies and financial support.

KEYWORD: University of the North

27.2 CLASSES

ANTHROPOLOGY:

1393. Native Peoples of Canada
2. Survey of the traditional lifeways of the autochthonous peoples of Canada including the development of major cultural differences between these and their social and cultural adaptations. Full credit. Undergraduate. 1 anthropology class or consent of instructor.
3. Lee Guemple. 1972-73
5. Western Ontario.
6. Social Science.
7-8. Anthropology.
9. Anthropology. Eskimo. Indian.

1394. Contemporary Natives of Canada
2. Survey of the conditions under which Native peoples live in modern Canada, including consideration of their inter-cultural contacts with Whites and the acculturation to greater Canadian society. Full credit. Undergraduate. 1 anthropology class or consent of instructor.
3. Lee Guemple. 1972-73
5. Western Ontario.
6. Social Science.
7-8. Anthropology.
9. Anthropology. Culture. Eskimo. Indian. Sociology.

1395. Anthropology 200 (Traditional societies)
2. Full credit.
3. 1972-73
5. Western Ontario.
6. Extension Division.
7-8. Anthropology.
9. Anthropology. Culture. Eskimo. Indian.

1396. Cross-cultural communications
2. Non-credit.
3. 1972-73
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Communication.

GEOGRAPHY:

1397. Polar Lands
2. Recent research in the physical geography of polar lands; analysis of the cultural and economic factors involved in the development of polar areas. Full credit. Graduate.
3. O.P. Langtvet. 1972-73
5. Western Ontario.
6. Graduate Studies.
7-8. Geography.
9. Geography. Polar lands.

HISTORY:

1398. Ethnic groups and the problems of racism in Canadian development, 1600-1970
2. Role of major ethnic groups in the development of Canadian society. Basic themes include relations between Amerindians and Europeans, between English and French, and among the established populations (both English and French) and immigrants of diverse origins. Half credit. Undergraduate.
3. 1972-73
5. Western Ontario.
6. Social Science.
7-8. History.
9. History. Indian. Racism. Sociology.

1399. The opening of the North
2. Half credit. Undergraduate.
3. M. Zaslow. 1972-73
5. Western Ontario.
6. Social Science.
7-8. History.
9. History. Northern development.

1400. The opening of the Canadian North
2. Full credit. Graduate.
3. M. Zaslow. 1972-73
5. Western Ontario.
6. Graduate Studies.
7-8. History.
9. History. Northern development.

SOCIOLOGY:

1401. Sociology 43 (Minority groups)
2. Full credit.
3. Fred Wein. 1972-73
5. Western Ontario.
6. Extension Division.
7. Anthropology.
8. Sociology.
9. Sociology.

27.3 RESEARCH

ANTHROPOLOGY:

1402. Alliance in Eskimo society
2. Proceedings of the American Ethnological Society. In press.
3. Lee Guemple. 1972
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Eskimo.

1403. Alliance dissolution and flexibility in Eskimo society
3. Lee Guemple. 1971
5. Western Ontario.
6. Arts.
7-8. Anthropology.
9. Anthropology. Eskimo.

1404. Eskimo social organization
3. Lee Guemple. 1972
5. Western Ontario.
6. Arts.
7-8. Anthropology.
9. Eskimo. Sociology.

1405. The Stikine Gateway and the development of Cassier Region of British Columbia
2. Northern Science Research Group.
3. G.J. Tripp. 1972
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Cassier Region. Northern development. Stikine Gateway.

1406. Inuit spouse exchange
2. Occasional Paper; Department of Anthropology. University of Chicago, 1961.
3. Lee Guemple. 1961
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Eskimo.

1407. Human resource management: the dilemna of the aging Eskimo
2. Sociological Symposium 2: 59-74
3. Lee Guemple. 1969
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Eskimo.

1408. The Eskimo ritual sponsor: a problem in the fusion of semantic domains
2. Ethnology 8: 468-483.
3. Lee Guemple. 1969
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Eskimo.

1409. Kinship reckoning among the Belcher Eskimo
2. Unpublished Ph.D. Dissertations, University of Chicago.
3. Lee Guemple. 1966
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Belcher Islands. Eskimo. Kinship.

1410. The Pacalik Kayak of the Belcher Islands
2. National Museum of Canada Bulletin No. 204: 152-218
3. Lee Guemple. 1966
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Belcher Islands. Eskimo.

1411. Saunik: Name sharing as a factor governing Eskimo kinship terms
2. Ethnology 4: 323-335
3. Lee Guemple. 1965
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Eskimo. Kinship.

1412. Adaptation, kinship, and alliance in Belcher Eskimo society
2. Paper read at the AAA meeting, November 1971.
3. Lee Guemple. 1971
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Belcher Islands. Eskimo. Kinship.

1413. The Eskimo contribution to intermediate adaptation
2. Freeman, M. (ed.), Proceedings of the Colloquium on Intermediate Adaptation, Newfoundland Social and Economic Studies, 8: 40-54.
3. Lee Guemple. 1969
5. Western Ontario.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Eskimo.

1414. Eskimo adaptation
3. Lee Guemple. 1972
5. Western Ontario.
6. Arts.
7-8. Anthropology.
9. Anthropology. Eskimo.

1415. Nungak and Arima s Eskimo Stories
3. Lee Guemple. 1970
5. Western Ontario.
6. Arts.
7-8. Anthropology.
9. Anthropology. Eskimo. Literature.

1416. Eskimo, Bands, and the "D P Camp" hypothesis
3. Lee Guemple. 1972
5. Western Ontario.
6. Arts.
7-8. Anthropology.
9. Eskimo. Indian. Sociology.

COMMUNICATIONS:

1417. Study of the fundamental oral and graphic means of communication in an non-European language (Ojibwa)
2. National Research Council Grant.
3. J. Hart. 1972
5. Western Ontario.
6. Arts and Science.
7. Computer Science.
8. Communications.
9. Communication. Indian. Linguistics. Ojibwa.

1418. Proposal for a study of the communication satellite
2. Try to determine its relevance in connection with Amerindians.
3. J. Hart. 1972
5. Western Ontario.
6. Arts and Science.
7. Computer Science.
8. Communications.
9. Communication.

EDUCATION:

1419. Computer assisted instruction with Native peoples
3. J. Hart. 1972
5. Western Ontario.
6. Arts and Science.
7. Computer Science.
8. Education.
9. Education.

1420. Cross-cultural education
3. Fred Wien. 1972
5. Western Ontario.
6. Arts and Science.
7. Sociology.
8. Education.
9. Culture. Education. Sociology.

1421. Suggestions for the development of an Eskimo mathematics curriculum
3. Peter Denny, Department of Psychology. J. Kusugak and S.T. Mallon. Eskimo Language School, Rankin Inlet. 1972
5. Western Ontario.
6. Arts and Science.
7. Psychology.
8. Education.
9. Education. Eskimo. Rankin Inlet.

ENGINEERING:

1422. The efficiency of scheduled and unscheduled air traffic in the Canadian North
2. Northern Science Research Group.
3. R.G. Mason. 1972
5. Western Ontario.
6. Arts and Science.
7-8. Engineering.
9. Transportation.

1423. District of Franklin and Simon Fraser
3. M. Zaslow. 1969-70.
5. Western Ontario.
6. Arts.
7-8. History.
9. Exploration. History. Franklin.

1424. The Yukon: Northern development in a Canadian-American context
3. M. Zaslow.
5. Western Ontario.
6. Arts.
7-8. History.
9. History. Northern development. Yukon.

1425. The opening of the Canadian North, 1870-1914
3. M. Zaslow. 1972
5. Western Ontario.
6. Arts.
7-8. History.
9. Exploration. History. North.

1426. The development of New Manitoba, 1912-1930
2. M.A. Thesis.
3. B.F.F. Hunter. 1970
5. Western Ontario.
6. Arts and Science.
7-8. History.
9. History. Manitoba. Political Science.

1427. Stefansson and the North
2. Ph.D. Thesis.
3. R.J. Diubaldo. 1971
5. Western Ontario.
6. Arts and Science.
7-8. History.
9. History. North. Stefansson.

1428. The Klondike Gold Rush in literature
2. M.A. Thesis.
3. W.K. Hubbard. 1970
5. Western Ontario.
6. Arts and Science.
7-8. History.
9. History. Klondike. Literature.

1429. Eskimo exploitative activity in the Upernivik Districts of West Greenland
2. Focuses on the impact of local ice conditions on seal hunting techniques. Canada Council.
3. A. Haller. 1972
5. Western Ontario.
6. Graduate Studies.
7-8. Geography.
9. Eskimo. Greenland. Sea mammals. Upernivik.

1430. The North-West Mounted Police and Canada's northern frontier, 1885-1919
2. Ph.D. Thesis.
3. W.R. Morrison. 1971
5. Western Ontario.
6. Arts and Science.
7-8. History.
9. History. North. North-West Mounted Police.

1431. The role of the Churches in the Yukon during the era of the Gold Rush
2. M.A. Thesis.
3. G.E. Gartrell. 1970
5. Western Ontario.
6. Arts and Science.
7-8. History.
9. History. Klondike. Religion.

1432. A history of the Hudson's Bay Company, 1870-1900
2. M.A. Thesis.
3. G. Sealy. 1970
5. Western Ontario.
6. Arts and Science.
7-8. History.
9. History. Hudson's Bay Company.

1433. Dr. Joseph Burr Tyrrell
2. Ph.D. Thesis.
3. W.E. Eagau. 1971
5. Western Ontario.
6. Arts and Science.
7-8. History.
9. Biography. History. Tyrrell.

1434. Official history of the Geological Survey of Canada from 1920
3. M. Zaslow. 1971
5. Western Ontario.
6. Arts and Science.
7-8. History.
9. Geological Survey of Canada. History.

LINGUISTICS:

1435. Odawa Syntax
- 2. Ph. D. Thesis.
- 3. Glen Piggot. 1972
- 5. Western Ontario.
- 6. Arts and Science.
- 7-8. Linguistics.
- 9. Indian. Linguistics. Odawa.

1436. Teacher's handbook of Ojibway and English mathematical concepts
- 3. Peter Denny. 1972
- 5. Western Ontario.
- 6. Arts and Science.
- 7. Psychology.
- 8. Linguistics.
- 9. English. Gibway. Indian. Linguistics.

PSYCHOLOGY:

1437. Notes on thinking processes facilitated by the Eskimo and English languages
- 3. Peter Denny. 1971
- 5. Western Ontario.
- 6. Arts.
- 7-8. Psychology.
- 9. Eskimo. Linguistics. Psychology.

1438. The study of Eskimo and Indian cognitive structure
- 2. Examining the syntactic and semantic structures of Eskimo and other Native languages in order to isolate various patterns of concrete and abstract conceptualization.
- 3. Peter Denny. 1972
- 5. Western Ontario.
- 6. Arts.
- 7-8. Psychology.
- 9. Eskimo. Indian. Psychology.

RELIGIOUS STUDIES:

1439. A comparative study of Anglican to the Indians of Northwest British Columbia
- 2. Northern Science Research Group.
- 3. J.K. Krueger. 1972
- 5. Western Ontario.
- 6. Arts and Science.
- 8. Religious Studies.
- 9. Indian. Northwest British Columbia. Religion.

WILDLIFE MANAGEMENT:

1440. Geese population in the North
- 3. G. MacQuinnis. 1972
- 5. Western Ontario.
- 6. Arts and Science.
- 7. Zoology.
- 8. Wildlife Management.
- 9. Biology. Birds. North. Wildlife Management.

28. UNIVERSITY OF WINDSOR

28.1 SPECIAL PROJECTS (No information available)

28.2 CLASSES

ANTHROPOLOGY:

1441. Indigenous cultures of Canada
   2. Emphasis upon archaeology, ethno-history, modern Canadian Indians. Half credit. Winter session. Undergraduate.
   3. 1972-73
   5. Windsor.
   6. Arts and Science.
   7-8. Anthropology.
   9. Anthropology. Culture. Ethnology. Indian.

1442. Peoples of North America
   2. Survey of selected cultures or culture areas. Half credit. Undergraduate. Winter session.
   3. 1972
   5. Windsor.
   6. Arts and Science.
   7. Sociology/Anthropology.
   8. Anthropology.
   9. Anthropology. Culture. Eskimo. Indian.

28.3. RESEARCH (No information available)

29. UNIVERSITY OF WINNIPEG

29.1 SPECIAL PROJECTS (No information available)

29.2 CLASSES

ANTHROPOLOGY:

1443. Arctic Anthropology
2. Circumpolar in scope; divided into a first term which features the archaeological record (including all forms of adaptive process) and a second term which deals with both the aboriginal and modern cultural situations.
3. 1972-73
5. Winnipeg.
6. Arts.
7-8. Anthropology.
9. Anthropology. Archaeology. Arctic.

1444. North American Indians
2. Course centers on the "ethnographic present" of selected aboriginal populations representative of the various native culture areas. Consideration is given to factors of native pre-history and present conditions of culture change, and special attention is paid to Canadian aboriginal peoples. Full credit. Both terms. Undergraduate.
3. 1972-73. J. Steinbring.
5. Winnipeg.
6. Arts.
7-8. Anthropology.
9. Anthropology. Ethnology. Indian. North American.

1445. Anthropological problems - cultural
2. Undergraduate.
3. J. Steinbring.
5. Winnipeg.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Culture. Eskimo. Indian.

1446. Pre-history, New World
2. Comprehensive study of the prehistory of the New World as seen through analysis of current archaeological problems. Consideration of the nature and methods of archaeology as a sub-field of anthropology. Full credit. Both terms. Undergraduate.
3. J. Steinbring.
5. Winnipeg.
6. Arts.
7-8. Anthropology.
9. Archaeology. Indian. Pre-history.

LITERATURE:

1447. Traditional oral literature in Canada
2. Study of oral literature, emphasizing basic concepts of aesthetics, methods of creation and performance, and relationship to written literature. Examples drawn from traditional narrativeness of both Europe and native peoples of Canada. Full credit. Undergraduate. Both terms.
3. 1972-73
5. Winnipeg.
6. Arts.
7. English.
8. Literature.
9. Literature.

29.3 RESEARCH

ANTHROPOLOGY:

1448. Lake Winnipeg Ojibwa
3. J. Steinbring. 1972
4. Lake Winnipeg.
5. Winnipeg.
6. Arts.
7-8. Anthropology.
9. Anthropology. Indian. Lake Winnipeg. Ojibwa.

1449. Rock painting
2. Department of Tourism. Provincial Government.
3. J. Steinbring. 1972
5. Winnipeg.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Cree. Rock painting.

ARCHAEOLOGY:

1450. Churchill Diversion archaeological project
2. Provincial Museum of man and Nature. Provincial Government.
3. O. Mallory, with 2 full-time archaeologists, 3 part-time archaeologists, 4 students as laboratory aids.
5. Winnipeg.
6. Arts and Science.
7-8. Archaeology
9. Archaeology. Churchill. Indian.

30. YORK UNIVERSITY

30.1 SPECIAL PROJECTS (No information available)

30.2 CLASSES

ANTHROPOLOGY:

1451. Social anthropology of the Eskimo
2. Descriptive materials in terms of ethnological theories. Attention given to systems of technology, social organization, and ideology. Full credit. Winter session. Undergraduate.
3. 1972-73
5. York.
6. Arts.
7. Anthropology/Sociology.
8. Anthropology.
9. Anthropology. Eskimo. Sociology.

1452. Contemporary Indians of Canada
2. Social life of Canadian Indian people during the reserve period and the history of Indian administration in Canada. Full credit. Winter session. Undergraduate.
3. 1972-73
5. York.
6. Arts and Science.
7-8. Anthropology.
9. Anthropology. Indian.

1453. Indians of North America
2. Descriptive materials in terms of ethnological theories. Attention given to systems of technology, social organization and ideology. Full credit. Winter session. Undergraduate.
3. 1972-73
5. York.
6. Arts and Science.
7. Anthropology/Sociology.
8. Anthropology.
9. Anthropology. Indian. Sociology.

1454. The Canadian Mosaic
2. An integrated approach to the study of majority/minority relations in Canada. Full credit. Year round. Undergraduate.
3. E. Latowsky. 1972-73.
5. York.
6. Arts.
7. Social Science.
8. Anthropology.
9. Eskimo. Indian. Sociology.

SOCIOLOGY:

1455. Indians, Metis, and Eskimos of Canada
2. Traditional ways of life of Indians. Metis, and Eskimos and their contemporary lifestyles as influenced by contact with Euro-Canadian groups and by modernization. Full credit. Winter and Summer session. Undergraduate.
3. 1972-73
5. York.
6. Arts and Science.
7-8. Sociology.
9. Eskimo. Indian. Metis. Sociology.

1456. Race and ethnic relations
2. Lectures focus on Indian and Eskimo Native peoples. Full credit. Winter and spring session. Undergraduate.
3. E. Latowsky. 1972-73
5. York.
6. Arts.
7. Sociology/Anthropology.
8. Sociology.
9. Eskimo. Indian. Sociology.

30.3 RESEARCH

ANTHROPOLOGY:

1457. Eskimo Youth: the new marginals
2. International Biological Program.
3. E. Latowsky.
5. York.
6. Arts.
7. Sociology/Anthropology.
8. Anthropology.
9. Antnropology. Eskimo. Igloolik. Sociology.

GEOGRAPHY:

1458. Boreal forest geography
3. Arthur Ray. 1972
5. York.
6. Arts.
7-8. Geography.
9. Boreal forest. Geography.

POLITICAL SCIENCE:

1459. Challenge of development: the Canadian North (Volume 8 in a series entitled "Canada in Transition: Crises in Political Development")
3. Grahame J. Beakhust. 1972-73
5. York.
6. Arts.
7-8. Political Science.
9. Northern development. Political Science.

SOCIOLOGY:

1460. Social conditions of Eskimos at Igloolik
3. E. Latowsky.
5. York.
6. Arts and Science.
7. Social Science.
8. Sociology.
9. Anthropology. Eskimo. Igloolik. Sociology.

Pages 210, 211 and 212 have duplicate item numbers 1036 to 1065. These item numbers were already listed on pages 187, 188 and 189. We have therefore renumbered the duplicate numbers 1036a to 1065a.

Les numéros des articles 1036 à 1065 qui figuraient déjà aux pages 187, 188 et 189 se répètent aux pages 210, 211 et 212. Nous leur avons donc donné les numéros 1036a à 1065a.

INDEX - CLASSES AND SPECIAL PROJECTS

Administration, 210, 211, 297, 534, 1045
Agriculture, [illegible]
Alberta, 300
Aleut, 104
Algonquian/Algonkien, [illegible], 353, 738, 938, 1025, 1247, 1323
Alpine, 138
Amerindian/Amerindien, 1019, 1020, 1025, 1026
Archaeology/Archeologie, 3, 4, 131, 204-207, 343, 491-495, 1040a, 1041a, 1236, 1237, 1241-1243, 1356, 1357, 1443, 1446
Archaeology Conference, Special Project - Calgary
Architecture, 285
Arctic/Arctique, 104, 105, 134-136, 138, 196, 260, 321, 485, 487, 495, 497, 734, 879, 1041, 1062, 1242, 1369, 1443
Arctic Engineering (See also Ingenierie), Special Project - Alberta, Universite de Montreal
Arctic Summer School, Special Project - Alberta
Art, 105, 132, 133, 342, 499 503, 1042a, 1358, 1359
Athapaskan, 130

Biology, 292, 321, 347, 352, 504
Birds, 298
Birtle, 505
Blackfoot, 219

Canada, 346
Canadian Shield, 323
Canadian North/Nord Canadien, 113
Central Plains, 1040
Centre d'Etudes Nordiques, Special Project - Universite de Montreal, Quebec a Chicoutimi
Churchill, 106, 110, 189
Circumpolar Region, 11
Civil Rights, 1038
Climatologie, 348
Communication/Communications, 290, 534, 1396
Community/Communaute, 490, 505, 506, 508, 529, 534, 535, 539, 1322, 1360, 1361
Computer Assisted Instruction, Special Project - Western Ontario
Co-operatives/Cooperatives, 1043a.
Cote-Nord du Nouveau Quebec, 1023
Counselling/Counselling Course, 507. Special Project - Western Ontario
Cranberry Portage, 507
Cree/Cris, 9, 118, 119, 120, 130, 220, 882, 979, 1067, 1068, 1323
Cross-Cultural Education, 127, 509, 511, 540
Culture, 3, 6, 11, 124, 126, 196, 197, 212-214, 480, 489, 490, 503, 512, 733, 1199, 1238-1240, 1314, 1321, 1355, 1356, 1369, 1394, 1395, 1441, 1442, 1445
Curriculum, 510

Drama, 516

Ebb and Flow, 529
Ecology/Ecologie, 292-295, 298, 321, 347, 352, 504, 541, 1362, 1363
Economics/Economie, 11, 106, 290, 291, 732, 1043, 1044, 1365, 1244
Education, 1, 16, 18, 107-110, 212, 509, 511, 881, 1019, 1020, 1045-1056a, 1320, 1419-1421
Environment/Environnement, 293-295
Eskimo, 1034, 1039a, 1041, 1046-1048, 1065, 1200, 1238, 1239, 1241, 1246, 1313-1315, 1317, 1318, 1320, 1321, 1389, 1393-1395, 1442, 1445, 1451, 1454-1456
Eskimo Linguistics Program, Special Project - Ottawa
Esquimau, 332-339, 345, 350, 358-360, 939
Ethnology/Ethnologie, 9, 10, 99-101, 104, 125, 199-203, 284, 320, 332, 333, 350, 485, 486, 825-828, 1001, 1246, 1314, 1329, 1330, 1350, 1351, [illegible], 1444
Etudes Religieuses, 938
Extension, Special Project - Calgary, Lakehead, Laurentian

Fishing, 298
Flin Flon, 499, 502, 521, 535, 538.
Formation d'Enseignants Autochtones, Special Project - Quebec a Chicoutimi
Fort Smith, Special Project - Alberta

Geography/Geographie, 19, 20, 23, 134-138, 209, 260, 283, 322, 324, 344-348, 403, 512, 733-736, 1021, 1025, 1057-1062a, 1200, 1201, 1364, 1397
Geology/Geologie, 296, 344, 935,
Government, 530
Great Plains, 204, 206
Groupe de Recherche Nordique, Special Project - Montreal

Health Services, Special Project - Alberta
History/Histoire, 18, 21, 22, 113, 114, 208, 209, 213, 214, 325, 327, 349-351, 513, 736, 737, 880, 1022-1024, 1038, 1051, 1063-1065a, 1245, 1246, 1316, 1350, 1365-1367, 1398-1400
Household Science, 514, 515
Housing, 514
Hunting, 258

Indian, (See Also Indien) 12, 15, 17, 24, 100-102, 105, 107, 108, 123, 124, 126, 127, 128, 130, 197-201, 204, 207, 210-223, 259, 325, 326, 480-482, 485-487, 489-494, 506, 508-510, 513, 526, 527, 569, 570, 733, 740, 1001, 1036a, 1038a, 1041, 1045-1055, 1063-1066, 1069, 1070, 1199, 1200, 1238-1241, 1245-1249, 1313-1320, 1323, 1328, 1331, 1350, 1352, 1354, 1356, 1358, 1359, 1365, 1366, 1389, 1393-1395, 1398, 1441, 1442, 1444-1445, 1452-1456
Indian Committee, Special Project - Calgary, Lakehead
Indian Languages Course, Special Project - British Columbia, Saskatchewan
Indian Resource Centre, Special Project - Brandon, Laurentian
Indian Scholarships, Special Projects - Toronto
Indien, (See also Indian) 328-331, 336-339, 345, 350, 355-358, 1022, 1024.
Ingenierie, 935-937
Institute on Canadian Society, Special Project - Calgary
Inter-and Multidisciplinary Studies, 209
International Biological Program, Special Project - Toronto
Inuvik, Special Project - Alberta
Iroquois, 1245

Journal, Special Project - Alberta, Saskatchewan

Kinship, 129

Law, 115, 217, 521-524, 1036, 1038, 1319
Linguistics/Linguistique, 2, 14, 15, 24, 116-120, 218, 222, 341, 353-360, 525-528, 738-740, 881, 882, 939, 940, 978-983, 1025, 1026, 1037, 1056, 1066-1068, 1247-1249, 1323, 1331
Literature/Litterature, 121, 223, 1447
Lynn Lake, 496, 516, 531, 541

MacKenzie, 23
Management Development, Special Project - Alberta
Manitoba, 106, 109
Medical Services, Special Projects - Queen's, Toronto, Manitoba
Metis, 102, 107, 108, 208, 510, 1048, 1069, 1321, 1455
Micmac, 882
Minorities, 25, 26
Mohawk, 939(a), 1248
Monde Nordique, 1021
Montagnais, 354-356, 1025
Music, 17, 123
Mythology/Mythologie, 140

Native Organization, 122
Native Peoples, 7, 102, 103, 111, 114, 115, 121, 123, 320
Native Studies Program, 517-520, Special Project - Laurentian, Lethbridge, Manitoba, Queen's, Trent, Western Ontario
North, 343, 349, 351, 826, 1037, 1059, 1201, 1363

North America, 9, 12, 124, 132, 259, 1236, 1237, 1241, 1243, 1329, 1444
Northern Committee, Special Project - Brandon, Lakehead, Manitoba, McGill, McMaster, Memorial, Toronto
Northern Development, 209, 291, 541, 1059, 1201, 1244, 1399, 1400
Northern Institute, Special Project - Alberta, Memorial
Northern Lands, 322, 324, 735
Northern Resource Centre, Special Project - Manitoba, Montreal, Ottawa
Northwest Pacific, 1199, 1328
Northwest Territories, 1062, Special Projects - Alberta
Norway House, 539
Nouveau-Quebec, 1021, 1022

Ojibway, 529, 1323
Ontario, 290, 291, 296

Pacific Coast, 101, 105, 125, 130, 131, 199, 201
Paleo-Indian, 1357
Permafrost, 137, 138
Pieds-Noirs (See also Blackfoot) 1025
Pipeline, 68
Plains, 100, 1063, 1070
Polar Lands, 483, 1058, 1062, 1130, 1364, 1397
Political Science, 132, 209-211, 217, 297, 530, 531, 1037-1039, 1064, 1317, 1322, 1354, 1367
Prehistory/Prehistoire, 4, 10, 131, 205, 491, 496-498, 731, 1063, 1236, 1237, 1444
Psychology, 537

Quebec, 736

Racism, 1398
Rankin Inlet, 1062
Religious Studies, 326, 327
Resource Centre, Special Project - Guelph, Toronto, Western Ontario

Saguenay, 1024
Sarcee, 227
Saulteaux, 116, 117, 120
Service Medical (See also Medical Service), Special Project - Sherbrooke
Social Welfare/Service Social, Special Project - Laval, Lakehead, Manitoba, McMaster
Sociology/Sociologie, 1313-1315, 1318, 1328, 1354, 1360, 1361, 1367-1369, 1394, 1395, 1401, 1451, 1453-1456
Stony, 221
Subarctic, 195, 1041
Summer Course, Special Project - Brandon

Teacher Education Program, Special Project - Alberta, Brandon, Calgary, Saskatchewan
Technology, 3
The Pas, 506, 508, 514, 523, 530, 532, 540
Thompson, 490, 500, 501, 533, 534
Traite des Fourrures (See also Fur Trading), 1024
Transportation, 1044

University of the North, Special Project - Western Ontario

Wendigo Lodge, 522
Western History, 22
Wildlife Management, 292, 298
Winter Works Project, Special Project - Alberta

Yellowknife, Special Project - Alberta
Youth, 533

Acculturation, 37, 361, 383, 386, 585, 617, 946, 958, 965, 991, 1062, 1186, 1187
Adaptation, 1017
Administration, 391, 645, 1113, 1117, 1130, 1137, 1138, 1176, 1185, 1252, 1385
Adoption, 382
Aerial Photography, 484,
Agriculture, 43, 50, 74, 177, 311, 600, 602, 662, 871, 874, 1108, 1152, 1153, 1165, 1276, 1280, 1282, 1296
Aklavik, 891
Alaska, 146, 163, 188, 447, 572, 574, 575, 686, 748, 777, 1043, 1056, 1057, 1381
Alberta, 30, 74, 77, 163, 244, 245, 256
Alcoholism, 311, 570
Algonquian/Algonkien, 277, 313, 816, 852, 854, 916-918, 1040, 1211, 1227
Alpine, 192, 195
Amenagement, 968
Amerindian/Amerindien, 1229, 1230
Anthropology/Anthropologie, 362-376, 378-393, 395, 396, 458, 940-953, 955-572, 1028, 1202-1206, 1210, 1211, 1213, 1214, 1216, 1217, 1250-1266, 1268, 1301, 1370, 1389, 1402, 1403, 1406-1415, 1448-1449, 1457, 1460
Anvil Mine, 171
Arapaho, 816
Archaeology/Archeologie, 27, 41, 46-48, 233-239, 301-304, 399-407, 573-578, 771, 836, 901, 903, 904, 971, 972, 1082-1089, 1218-1221, 1270, 1390-1392, 1450
Architecture, 408, 580-582, 622, 628, 629, 700, 1324, 1325
Arctic/Arctique, 75, 80, 153, 174, 187, 195, 234, 261, 287, 315, 448, 450, 572, 684, 871, 873, 893, 894, 899, 900, 947, 965, 990, 996, 1009, 1049, 1114, 1150, 1168, 1273, 1283, 1285
Arctic Oil Railway, 1044, 1045, 1047-1055, 1057
Art, 64, 71, 150-152, 240, 285, 303, 516, 547, 583- 598, 864, 1088, 1089, 1324, 1325, 1449
Athapascan, 28, 29, 39, 86, 139, 140, 145, 146, 236, 552, 748, 1212
Auchimau, 823

Baffin Island, 174, 239, 753, 778, 800, 801, 1288
Baie de James, 372, 393, 426, 452, 1027
Baie d'Hudson, 476
Baker Lake, 590, 698
Banks Island, 164
Barren Lands, 336
Bathurst Inlet, 396
Battleford, 1142
Beaver, 143, 187
Belcher Island, 898, 926, 1409, 1410, 1412
Bella Coola, 1231-1233
Beringia, 1271
Bibliography/Bibliographie, 391, 392, 1010, 1143, 1266, 1372
Biography, 1204, 1433
Biology, 49, 226, 267, 286, 310, 315-319, 420, 553, 566, 579, 599-604, 647, 651-658, 698, 726, 727, 1042, 1090-1092, 1150, 1158, 1193, 1194, 1288, 1375, 1378, 1379, 1440
Birds, 186, 188, 190, 315-319, 657, 1193, 1311, 1312, 1440.
Blackduck, 303, 304
Blackfoot, 38, 59
Black Lake, 1084, 1157
Blanc-Sablon, 385
Boreal Forest, 46, 573, 601, 623, 661, 662, 759, 1374, 1458
Botany, 1090, 1092, 1150, 1158, 1377
British Columbia, 169, 179, 185, 235, 256, 689, 1218, 1219, 1439

Canada, 1386
Canadian North/Nord Canadien, 418, 436, 449, 451, 566, 1077, 1255, 1384
Caribou, 189, 425, 550, 1374
Carrier, 142, 231
Cassiar Region, 1405
Castor, 426
Centre d'Etudes Nordique, 449, 469
Chasse, 370, 957, 992, 997
Chibougamau, 751
Chilkoot Pass, 186
Chinitna Bay, 574
Chipewyan, 38, 39, 84, 557, 1072, 1100, 1180, 1207, 1208, 1210, 1214, 1215, 1217, 1228, 1235, 1374
Churchill, 594, 597, 621, 638, 668, 677, 698, 723, 1156, 1308, 1312, 1450
Climatologie, 427, 431, 432
Clyde River, 753
Colonialism, 35
Colonisation, 434
Commerce, 157, 242, 243, 794, 823
Comminterphone, 1094
Communication/Communications, 412, 721, 906, 1060, 1094, 1417, 1418
Community/Communaute, 162, 305, 609-612, 616, 618, 621-628, 630-636, 640, 643, 679, 685, 691, 696, 700, 701, 714, 716, 718, 720, 725, 745, 751, 755, 770, 782, 794, 802, 803, 805, 932, 947, 967, 987, 989, 1003, 1071, 1095, 1098, 1168, 1197, 1202, 1225, 1253, 1255, 1256, 1259, 1272-1278, 1280, 1380
Comox, 1334, 1346
Computer, 592, 1060
Conservation de la Faune, 425, 426
Construction, 648, 909
Consumer, 305
Co-operatives/Cooperatives, 381, 1096, 1375
Coppermine, 364, 774, 806
Cornwallis Island, 869, 874
Cote-Nord du Nouveau Quebec, 423
Cote-Nord du Saint Laurent, 371, 385
Cowichan, 1332, 1337
Cree/Cris, 30, 32, 34, 37, 38, 41, 52, 85, 87, 279, 387, 390, 393, 411, 459, 553, 557, 569, 570, 704, 706-710, 742, 744, 750, 756-762, 764-766, 768, 769, 773, 809, 813-815, 817, 823, 838, 839, 841-843, 846, 849, 950, 976, 988, 991-993, 999, 1004, 1076, 1080, 1183, 1204, 1258, 1261, 1301, 1327, 1371, 1449
Cross-Cultural Education, 560, 763, 822
Culture, 304, 363, 385, 387, 393, 463, 554, 578, 591, 593, 594, 766, 767, 775, 840-843, 858, 861, 905, 984, 985, 988, 1004, 1011, 1061, 1062, 1037-1039, 1047, 1048, 1075, 1128, 1145, 1213, 1221, 1222, 1264, 1265, 1268, 1300, 1339, 1371, 1420
Cumberland House, 1073, 1185
Cumberland Sound, 800

Dakota, 1099
Demography/Demographie,423, 436, 444, 553, 605, 608, 610, 663, 664, 717, 718, 804, 893, 1042, 1101, 1169, 1170, 1285, 1286
Denmark, 593
Dentaire, 476
Design, 592
Devon Island, 153, 1220
Dictionary/Dictionnaire, 88, 406, 468, 470, 706, 1017, 1018, 1029, 1031, 1034, 1303, 1336, 1338
Dogrib, 38
Dormeuses (Sleeper Islands), 453
Dorset, 578, 591, 593, 594, 904
Droit (See also Law), 1027
Duck River, 576

Eastern Woodlands, 850, 852
Ecology/Ecologie, 44, 82, 149, 153, 163, 164, 179, 184, 194, 195, 267, 282, 286, 289, 308, 310, 425, 426, 604, 650, 652, 655, 658, 700, 728-730, 760, 789, 806, 870, 898, 922, 1061, 1149, 1169, 1193, 1250, 1310, 1311, 1376, 1380
Economics/Economie, 50, 51, 77, 139, 145, 154-157, 164, 241, 268, 269, 306, 361, 368, 409-411, 479, 606, 607, 609, 611-619, 620, 663, 664, 717, 754, 769, 772-778, 865, 885, 907, 908, 960, 973, 992, 1027, 1043, 1052, 1053, 1055, 1056, 1058, 1096, 1099, 1101-1108, 1146, 1148, 1195, 1269, 1381
Education, 52-73, 87, 90, 91, 161, 244, 246-251, 307, 312, 413, 414, 614, 630-643, 720, 742, 750, 752, 764, 766, 767, 785, 839, 931, 993, 1059, 1109-1123, 1125-1135, 1137-1142, 1145, 1181, 1189, 1279, 1326, 1332, 1419-1421,

Eider Island, 406
Ellesmere Island, 869
Employment, 752, 1104, 1191, 1349
Enculturation, 744
Engineering (See also Ingenierie), 159, 160, 162, 163, 174, 252, 645-649, 866, 867, 909-913, 1044, 1046-1048, 1050, 1051, 1146, 1147, 1153, 1159, 1196, 1274, 1275, 1280, 1281, 1383
English, 1436
Enseignement Menager, 398
Environment/Environnement, 5, 163, 177, 178, 179, 184, 267, 306, 309, 311, 414, 565, 580, 650-652, 655, 658, 660, 725, 790, 792, 797, 801, 833, 868, 870, 873, 874, 1091, 1151, 1282, 1283, 1296
Eskimo, 1002, 1005, 1009, 1015-1018, 1071, 1075, 1081 1082, 1120, 1144, 1179, 1220, 1260, 1264-1268, 1271, 1289-1291, 1299, 1324, 1349, 1353, 1355, 1356, 1358, 1359, 1366, 1381, 1402-1404, 1406-1416, 1421, 1437, 1438, 1457, 1460
Esquimau, 362-364, 373-379, 381, 382, 386, 394, 395, 409, 456, 463-468, 470, 473-478, 942, 944, 945, 953, 955, 956, 958-962, 964-966, 969, 970, 974
Ethnology/Ethnologie, 27, 37, 38, 42, 142, 146, 147, 153, 231, 232, 255, 371, 379, 388, 463, 473, 551, 571, 575, 891, 915, 943, 949, 1076, 1078, 1205, 1207, 1212, 1215, 1251, 1373
Etudes Religieuses, 377, 941
Evolution, 44
Exploration, 167, 777, 1423, 1425

Film, 14, 44, 171, 808
Fishing, 263, 729, 820, 1102, 1171, 1194, 1292, 1375, 1378, 1379
Flin Flon, 632, 724
Fort Chimo, 404, 419, 953, 1375
Fort Chipewyan, 53
Fort Enterprise, 47
Fort McMurray, 556
Fort Providence, 1116
Fort Rae, 921
Fort Resolution, 605, 608
Fort Simpson, 921
Fort Smith, 50
Foxe Basin, 799
Francais, 1029, 1031, 1034
Franklin, 1423
Frobisher Bay, 697, 716, 803, 931, 1005
Fur Ranching, 1106
Fur Trade, 51, 84, 165, 401, 327, 686, 689, 746, 865, 1077, 1097, 1107, 1178, 1212

Games, 55-57, 61, 73, 644, 1075
Geography/Geographie, 161-167, 172, 174, 177, 178, 271, 416-426, 427-441, 443-455, 484, 788, 872, 874, 914, 1124, 1156, 1162-1164, 1171, 1223-1226, 1340, 1458
Geology/Geologie, 166, 168-175, 270, 397, 415, 422, 437, 439, 442, 786, 787, 869, 1167, 1288, 1434
George River, 380, 381
Genetics, 83, 1042
German, 257
Gillam, 716
Glacial Lake Agassiz, 1088
Grammaire, 967
Grande Riviere de la Baleine, 422, 439, 963
Great Bear Lake, 1169
Great Slave Lake, 1014
Greenland, 555, 807, 1381, 1429
Grenfell Mission, 933
Gyrfalcon Island, 406

Hay River, 1123, 1223
Health Sciences, 82, 83, 90, 91, 253, 254, 289, 666-685, 714, 809, 1172-1175, 1264, 1289-1292, 1294, 1386
Hecate Strait, 1221
Hess Mountains, 173
History/Histoire, 33, 41, 84, 167, 176, 301, 312, 456, 571, 588, 686-690, 775, 810, 833, 857, 875, 915, 977, 978, 1015, 1028-1034, 1072, 1077, 1079, 1110, 1116, 1130, 1142, 1144, 1145, 1160, 1161, 1166, 1176, 1178, 1198, 1207, 1212, 1215, 1226, 1228, 1373, 1423-1428, 1430-1434
Holman, 774
Household Science, 141, 691-697, 699
Housing, 76, 581, 582, 621, 628, 629, 697, 723, 1096, 1146, 1272, 1273
Hudson Bay, 554, 578, 656, 730, 868, 964, 995, 1156, 1160
Hudson's Bay Company, 1432
Hudsonie, 428
Hunting, 550, 561, 759, 789, 793, 798, 799, 800, 892, 896, 900, 922, 1100, 1154, 1157, 1250

Ice, 649, 791, 911
Iceland, 666
Igloolik, 82, 91, 543, 567, 593, 670, 671, 770, 810, 1292-1294, 1457, 1460
Iglulignmuit, 552, 798, 829
Ile-Melville, 450
Iliamna Lake, 575
Indian (See also Indien) 33, 54-56, 58-64, 66, 67, 73, 84, 93, 96, 139, 140, 141, 142, 143, 147-152, 180, 181, 224, 231, 233, 235, 240, 244-251, 262, 266, 273, 276, 278, 285, 299, 300, 302-304, 307, 312, 546, 548, 552, 570, 581, 605, 669, 675, 679, 682, 683, 687, 690, 703-705, 713, 721, 756, 757, 769, 782, 809, 834, 835, 837, 841-844, 845-848, 851, 853, 855-857, 859, 860, 864, 865, 876, 877, 878, 886, 903, 921, 927, 934, 1003, 1007-1009, 1011, 1040, 1059, 1062, 1072-1074, 1076, 1078, 1079, 1083-1089, 1095-1097, 1099, 1100, 1103, 1104, 1107, 1108, 1109, 1111-1113, 1115, 1118, 1124, 1128-1132, 1136-1141, 1143, 1145, 1169, 1173, 1176, 1179, 1181, 1183, 1186-1191, 1202-1211, 1214-1219, 1221, 1222, 1224, 1227, 1228, 1231, 1232, 1234, 1235, 1250-1254, 1256, 1257, 1262, 1263, 1266, 1271, 1272, 1276, 1279, 1280, 1291, 1297, 1298, 1300, 1303, 1304, 1305, 1307, 1309, 1324-1326, 1328, 1332-1335, 1337-1348, 1370-1373, 1390-1392, 1416, 1417, 1435, 1436, 1438, 1439, 1448, 1450
Indian Harbour, 1295
Indien (See also Indian), 366, 375, 383, 387, 391, 393, 398, 410, 472, 476, 946, 948, 949, 951, 954, 968, 976, 1027
Industry, 76
Information System, 1093, 1177
Inugsuin Glacier, 788
Innu Ayamun, 461
Insects, 601-604, 647, 698
Integration, 63
Inter-and Multidisciplinary Studies, 288
Inuvik, 225
Iroquois, 850, 1062, 1234, 1373, 1390
Island Lake, 553, 708
Ivujivik, 944
Ivujivimmiut, 370, 374

James Bay, 741, 746, 772, 841, 853, 1062
Jeux (See also Game), 373, 942

Kangirsujuaaq, 378, 945, 956
Kaska, 256
Keewatin, 35, 595, 672-674, 681, 1002, 1148, 1154, 1175
Kinship, 140, 829, 1411, 1412
Kipahigan Lake, 1087
Kitchezagik Anichenabe, 957
Klondike, 1428, 1431
Knob Lake, 786
Kobuk River, 27
Koksoak, 433
Kutchin, 255, 856, 861, 876-878
Kwakiutl, 55, 61, 1333

Labrador, 369, 431, 795, 802, 804, 895, 897, 901, 902, 905, 906, 914, 929, 934, 940, 949, 958, 1295, 1376
La Loche, 1121
Lac La Martre, 1008
Lac La Ronge, 716, 1074, 1124, 1163
Lake Abitibi, 402, 434, 950
Lake Winnipeg, 1448
Law, 183, 272, 702, 996, 1179, 1188
Leadership, 561
Liard River, 1153
Linguistics/Linguistique, 29, 30, 85-89, 140, 180-182, 255, 256, 257, 273-277, 313, 457-462, 464, 470, 703-

710, 812-818, 916-920, 958, 974, 975, 976, 997-999, 1016-1018, 1029, 1031, 1032, 1034, 1035, 1180, 1209, 1229-1232, 1234, 1260, 1297-1305, 1327, 1333-1348, 1388, 1417, 1435, 1436, 1437
Literature, 365, 463, 471-474, 876, 1032, 1182, 1415, 1428
Little Pine, 1080
Lumbering, 612
Lynn Lake, 632

MacKenzie, 29, 49, 68, 161-163, 165-167, 170, 175, 226, 278, 859, 861, 862, 1006, 1085, 1104, 1166
Makkovik, 930, 1295
Mammals/Mammiferes Marins, 370, 726, 728, 793, 798, 799, 819, 922, 1310, 1429
Management Development, 1014
Manitoba, 43, 578, 579, 718, 721, 722, 724-727, 729, 1309, 1426
Marble Island, 1160
Maricourt-Wakeham, 475
Matainek, 1378, 1379
Mayo-Elsa-Keno, 1012
Meadow Lake, 1165
Medicine/Medecine, 475-477, 562-565, 567, 570, 666, 667, 669, 672-682, 685, 724, 1266, 1293, 1386
Meliadine River, 1155
Methy Portage, 1086
Metis, 37, 40, 43, 64, 227, 262, 669, 858, 862, 863, 1006, 1073, 1103, 1110, 1111, 1113, 1131, 1136, 1189
Micmac, 1262
Midewiwan, 1216
Mingan, 368, 417
Mining, 79, 559, 607, 795, 802, 1146
Minorities, 745
Mistassini, 383, 387, 389, 393, 442, 744, 750, 757, 759, 760, 765, 813, 842, 843, 849, 946, 986, 988
Mohawk, 816
Montagnais, 361, 366, 398, 417, 457-460, 462, 471, 472, 948, 949, 1028-1031, 1034
Moose Factory, 805, 1272
Moosonee, 452, 805
Moravian, 915, 929
Mortality, 95, 97
Moyen-Nord, 412, 435
Mythology/Mythologie, 150, 264, 285, 362, 395, 584, 838

Nahanni, 872
Nanaimo, 1338
Naskapi, 361, 366, 845, 948, 949
Native Peoples, 94, 95, 123, 156, 558, 977, 978
Netsilik, 923, 961, 966
Newfoundland, 903
Nichicun, 1250
Nipissing, 1205
Nitinat, 1339
Nordicite, 440
Norse, 401
North, 81, 413, 435, 444, 445, 719, 763, 973, 1009, 1060, 1064, 1425, 1427, 1430, 1440
North Water, 811
Northern Development, 156, 241-243, 252, 556, 558, 559, 609, 614-616, 620, 701, 853, 1010, 1013, 1074, 1101, 1103, 1146, 1171, 1223, 1349, 1376, 1384, 1405, 1424, 1459
Northern Lands, 1093
Northern Minnesota, 1370
North-West Mounted Police, 1430
Northwest Pacific, 1224, 1325
Northwest Rebellion, 1198
Northwest River, 366, 934, 951
Northwest Territories, 35, 65, 69, 82, 92, 97, 153, 161-167, 170, 174-176, 225, 226, 228, 232, 236-239, 241, 280, 317, 484, 543, 547, 552, 562, 605, 608, 774, 1008, 1014, 1093, 1122, 1126, 1270, 1278, 1281, 1287, 1289, 1385
Northwestern Canada, 660
Nouveau-Quebec, 373, 376, 379, 384, 408, 416, 417, 422-425, 427, 433, 438, 439, 449, 453, 463, 478, 589, 949, 956, 959, 971, 997
Nutrition, 141, 809

Ocean, 429, 811, 820, 910, 911, 913, 922, 996
Odawa, 1035, 1297, 1303-1305, 1435
Ojibway, 299, 300, 546, 835, 840, 846, 1062, 1205, 1251, 1257, 1258, 1269, 1298, 1300, 1302, 1327, 1370, 1388, 1417, 1436, 1448
Onion Lake Reserve, 1141
Ontario, 300, 301, 302, 305, 306, 307, 309, 311, 314, 452, 865, 1010, 1011, 1251, 1258, 1259, 1279, 1370, 1392

Pacific Coast, 150-152, 182, 229, 231, 163-265, 686
Paguot, 276
Paleo-Indian, 576
Pamiok Island, 400
Pangnirtung, 775
Pany Island, 1388
Parry Island, 844
Patricias Region, 1280
Payne Bay, 405
Payne Lake, 403, 404, 430
Pays Froids, 455
Peace River, 155
Peche (See also Fishing), 997
Pedologie, 421
Peel River, 855-857, 878
Pelly Bay, 942
Pembina, 1214
Periglaciaire, 441, 443
Permafrost, 75, 166, 271, 287, 419, 646
Petroleum, 76, 77, 1043, 1044, 1049, 1056
Philosophy, 246
Physical Education, 54-58, 158
Pinawa, 603, 604
Pine Point, 608
Pipeline, 154, 175, 282
Planning, 288
Political Science, 31, 92, 176, 183, 261, 606, 607, 609, 617, 618, 711, 713, 717, 761, 807, 1183-1185, 1197, 1203, 1208, 1210, 1212, 1252, 1306, 1385, 1426, 1459
Pollution, 416, 599, 1149, 1159, 1283
Pond Inlet, 382, 407, 561, 955
Population, 80, 186, 188, 190, 191, 193, 272, 310
Poste-de-la-Baleine, 414, 415, 432, 454
Prehistory/Prehistoire, 41, 48, 236, 237, 302, 389, 573, 577, 836
Psychology, 229, 250, 281, 313, 627, 669, 712, 715, 719, 742, 750, 763, 766, 784, 822, 837, 878, 888, 890, 899, 921, 966, 991, 993-995, 1000, 1041, 1061-1065, 1135, 1186-1190, 1192, 1437, 1438
Puget Sound, 1343, 1344
Puvirnituq, 367, 456

Quebec, 269, 765, 766, 802, 970, 972, 992, 1250
Quebec-Labrador, 392, 429
Queen Elizabeth Islands, 781

Radio, 413
Rainy Lake, 1210
Rankin Inlet, 1071, 1081, 1082, 1092, 1094, 1151, 1155, 1158, 1162, 1167, 1174, 1421
Recreation, 613, 637, 665, 867, 1387
Red Pheasant Reserve, 1141
Regionalisation, 445
Reindeer, 161, 189
Reindeer Lake, 1371
Relations Inter-Ethnique, 963
Religious Studies, 56, 65, 93, 264, 278, 690, 877, 1227, 1307, 1431, 1439
Repulse Bay, 477
Resources, 155, 645, 776, 777, 841, 973, 1149, 1195, 1384
Ross River, 148, 149, 161

Saanich, 1335, 1340
Saint-Augustin, 384
Salish, 229, 1335, 1336, 1338, 1341-1344
Sandy Lake, 1254
Sarcee, 256
Saskatchewan, 45, 147, 162, 1090, 1097, 1098, 1102, 1105, 1113, 1117, 1119, 1122, 1125, 1127, 1131, 1159, 1170, 1171, 1172, 1177, 1192, 1194, 1197, 1306
Saulteaux, 553

Schefferville, 361, 436
Sciences Politiques (See also Political Science), 478, 952
Sechelt, 180
Sekani, 144
Seneca, 1373
Sept-Iles, 796
Settlement, 79, 81, 484, 542, 548, 568, 581, 582, 619, [illegible]
Shamattawa, 704
Shawnee, 688
Sioux, 1099
Six Nation Reserve, 1213
Slave, 33, 36, 86, 266
Social Welfare/Service Social, 722, 1112
Sociology/Sociologie, 62, 361, 368, 369, 374, 375, 380, 390, 394, 409, 411, 479, 940, 944, 945, 952, 956, 957, 960, 962, 966, 969, 1212, 1216, 1222, 1235, 1267, 1269, 1279, 1285, 1286, 1307-1309, 1349, 1404, 1416, 1420, 1457, 1460
Songish, 1336
South Indian Lake, 1203
Squamish, [illegible]
Stefansson, [illegible]
Stikine Gateway, [illegible]
Stony, 251, [illegible]
Stony Rapids, [illegible]
Subarctic, [illegible], [illegible], 959, 1274, 1282, 1284, 1296, 1351

Tadoussac, [illegible]
Tahltan, [illegible]
[illegible]
Teacher Education Program, 785
Television/Télévision, 52, 413, 455
Temiscamingue, [illegible]
[illegible]
Terre Neuve, [illegible]
Territoires du Nord-Ouest (See also Northwest Territories), [illegible], 392, 395, 401, 447, 450, 453, 477
Tête-à-la-Baleine, [illegible]
[illegible]
The Pas, [illegible]
Thompson, [illegible], 641, 665, 724
Thule Culture, 395, [illegible]
Toponymy/Toponymie, 959, [illegible]
Tourism, [illegible]
Transportation, [illegible], 779-781, 796, 866, 867, [illegible], 1054-1055, 1057, 1058, 1147, [illegible], 1284, 1286, 1287, 1382, 1422
Trapping, [illegible]
[illegible]
Tundra, [illegible]
[illegible]
Tutchone, 139, 149, [illegible]
[illegible]
Tyrrell, [illegible]

Upernivik, [illegible]
Upper Great Lakes, [illegible]
Ungava, [illegible], 465-468, 795, 885
[illegible]
Urban Areas, [illegible]
U.S.S.R., [illegible]

Vie Communautaire, [illegible]
[illegible]
Wakeham Bay, [illegible]
Waswanipi, [illegible], 986
Waterhen Marsh, 1193
Watson Lake, 161
[illegible]
West Blue Lake, 651
Whitehorse, 716, 749
Whites, [illegible], 1002, [illegible]
Wildlife Management, [illegible], 1157, 1195, 1310, 1311, 1420
Wood Processing, 78
[illegible]
Woodland, [illegible]

Yellowknife, 228, 232, 1225
Yukon, 66, 79, 141, 148, 149, 157, 171-173, 176, 177, 186, 191, 234, 236, 256, 270, 447, 748, 1012, 1013, 1083, 1147, 1161, 1184, 1281, 1287, 385, 1424

PARTICIPANTS

THE UNIVERSITY OF ALBERTA

Cameron, D.F.
Faculty of Medicine
University of Alberta,
EDMONTON, Alberta

Chalmers, J.W.
Educational Foundation
University of Alberta,
EDMONTON, Alberta

Cook, G., (Ms)
Boreal Institute for Northern Studies
University of Alberta,
EDMONTON, Alberta

Devrome, G.
Anthropology Department
University of Alberta,
EDMONTON, Alberta

Dossetor, G.B.
Faculty of Medicine
University of Alberta,
EDMONTON, Alberta

Hickey, C.G.
Anthropology Department
University of Alberta,
EDMONTON, Alberta

Jamieson, R.S.
Boreal Institute for Northern Studies
University of Alberta,
EDMONTON, Alberta

Lewis, H.T.
Anthropology Department
University of Alberta,
EDMONTON, Alberta

Nelson, C.L.
Faculty of Medicine
University of Alberta,
EDMONTON, Alberta

BRANDON UNIVERSITY

Dulmage, A. Lloyd
University of Brandon,
BRANDON, Manitoba

Halamandaris, P.
Faculty of Education
University of Brandon,
BRANDON, Manitoba

THE UNIVERSITY OF BRITISH COLUMBIA

Belohaw, Cyril S.
Department of Anthropology and Sociology
University of British Columbia,
VANCOUVER, British Columbia

McKay, Alvin
Indian Resources Centre
University of British Columbia,
VANCOUVER, British Columbia

Stager, John
Faculty of Graduate Studies
University of British Columbia,
VANCOUVER, British Columbia

THE UNIVERSITY OF CALGARY

Basket, Morris
Continuing Education Division
University of Calgary,
CALGARY, Alberta

Friesen, John
Department of Sociology and Anthropology
University of Calgary,
CALGARY, Alberta

Heinrich, A.
Department of Educational Administration
University of Calgary,
CALGARY, Alberta

Hertzog, R.L.
Department of Educational Administration
University of Calgary,
CALGARY, Alberta

Jenkins, D.
Continuing Education Division
University of Calgary,
CALGARY, Alberta

Karch, P.A.
Continuing Education Division
University of Calgary,
CALGARY, Alberta

Kelley, J.H. (Ms)
Department of Archaeology
University of Calgary,
CALGARY, Alberta

Koch, E.L.
Department of Educational Administration
University of Calgary,
CALGARY, Alberta

Lyon, Louise (Ms)
Inter-University Committee on Inter-Cultural Education
University of Calgary,
CALGARY, Alberta

Marten, Bob
Faculty of Graduate Studies
University of Calgary,
CALGARY, Alberta

Moore, E.
Faculty of Education
University of Calgary,
CALGARY, Alberta

Read, J.H.
Continuing Health Sciences
University of Calgary,
CALGARY, Alberta

Ryan, Joan
Department of Sociology and Anthropology
University of Calgary,
CALGARY, Alberta

Terentiuk, F.
Continuing Education Division
University of Calgary,
CALGARY, Alberta

Unruh, W.R.
Department of Educational Psychology
University of Calgary,
CALGARY, Alberta

Wardlaw, Norman
Geology Department
University of Calgary,
CALGARY, Alberta

Zentner, Henry
Department of Educational
Administration
University of Calgary,
CALGARY, Alberta

CARLETON UNIVERSITY

Bellam, E.
Department of Sociology and
Anthropology
Carleton, University,
OTTAWA, Ontario

Cove, John
Department of Sociology and
Anthropology
Carleton, University,
OTTAWA, Ontario

Cowan, W.G.
Department of Linguistics
Carleton, University,
OTTAWA, Ontario

Cox, B.A.
Department of Sociology and
Anthropology
Carleton, University,
OTTAWA, Ontario

Neuspiel, J. George
College of Law
Carleton, University,
OTTAWA, Ontario

Paillet, J.P.
Department of Sociology and
Anthropology
Carleton University,
OTTAWA, Ontario

UNIVERSITY OF GUELPH

Jordan, D.C.
Department of Microbiology
University of Guelph,
GUELPH, Ontario

Kay, B.D.
Department of Land Resource Science
University of Guelph,
GUELPH, Ontario

Tossell, W.E.
Department of Research
University of Guelph,
GUELPH, Ontario

LAKEHEAD UNIVERSITY

Dawson, Kenneth
President's Committee on Northern
Studies
Lakehead University,
THUNDER BAY, Ontario

Grace, N.S.
Lakehead University,
THUNDER BAY, Ontario

Paranjape, V.V.
Senate Research Committee
Lakehead University,
THUNDER BAY, Ontario

LAURENTIAN UNIVERSITY

Cloutier, Ronald
President's Office
Laurentian University,
SUDBURY, Ontario

Newberry, J.W.E.
Indian-Eskimo Studies
Laurentian University,
SUDBURY, Ontario

UNIVERSITE LAVAL

Cailleux, A.
Centre d'Etudes Nordiques
Universite Laval,
LAVAL, Quebec

Dandenaut, Andre
Centre d'Etudes Nordiques
Universite Laval,
LAVAL, Quebec

D'Anglure, Saladin B.
Departement d'Anthropologie
Universite Laval,
LAVAL, Quebec

Hamelin, Louis-Edmond
Centre d'Etudes Nordiques
Universite Laval
LAVAL, Quebec

LeJeune, R.
Centre d'Etudes Nordiques
Universite Laval,
LAVAL, Quebec

Mailhot, Roger
Departement d'Anthropologie
Universite Laval,
LAVAL, Quebec

McNulty, Gerry
Centre d'Etudes Nordiques
Universite Laval,
LAVAL, Quebec

Mestokocho, George
Departement d'Anthropologie
Universite Laval,
LAVAL, Quebec

THE UNIVERSITY OF MANITOBA

Anderson, Edwin
Anthropology Department
University of Manitoba,
WINNIPEG, Manitoba

Anthony, Bob
University of Manitoba,
WINNIPEG, Manitoba

Arenson, K.M.
Agassiz Centre for Water Studies
University of Manitoba,
WINNIPEG, Manitoba

Burch, Ernest
Anthropology Department
University of Manitoba,
WINNIPEG, Manitoba

Correll, Thomas
Anthropology Department
University of Manitoba,
WINNIPEG, Manitoba

Gifford, C.J.
School of Social Work
University of Manitoba,
WINNIPEG, Manitoba

Hancock, G.A.
Extension Division
University of Manitoba,
WINNIPEG, Manitoba

Hildes, J.A.
Northern Medical Unit
University of Manitoba,
WINNIPEG, Manitoba

Koolage, Skip
Anthropology Department
University of Manitoba,
WINNIPEG, Manitoba

Longton, R.E.
Northern Science Committee
University of Manitoba,
WINNIPEG, Manitoba

Matthiasson
Anthropology Department
University of Manitoba,
WINNIPEG, Manitoba

Poudrier, Marc
Inter-University Field
Representative
THE PAS, Manitoba

Rogge, John
Department of Geography
University of Manitoba,
WINNIPEG, Manitoba

Rokala, Dwight
Anthropology Department
University of Manitoba,
WINNIPEG, Manitoba

Siemens, Len
Centre for Settlement Studies
University of Manitoba,
WINNIPEG, Manitoba

Sinclair, Sol
Natural Resource Institute
University of Manitoba,
WINNIPEG, Manitoba

Stobie, W.G.
Evening Session Division
University of Manitoba,
WINNIPEG, Manitoba

Swinton, George
Department of Fine Arts
University of Manitoba,
WINNIPEG, Manitoba

Townsend, Joan (Ms)
Anthropology Department
University of Manitoba,
WINNIPEG, Manitoba

Wolfart, Christopher
Anthropology Department
University of Manitoba,
WINNIPEG, Manitoba

MCGILL UNIVERSITY

Bird, J. Brian
Department of Geography
McGill University,
MONTREAL, Quebec

Dunne, T.
Department of Geography
McGill University,
MONTREAL, Quebec

Ellis, C.D.
Department of Linguistics
McGill University,
MONTREAL Quebec

Ikvidluak, Evie
Faculty of Education
McGill University,
MONTREAL, Quebec

Kemp, William
Department of Geography
McGill University,
MONTREAL, Quebec

Lalli, C.M.
Department of Marine Sciences
McGill University,
MONTREAL, Quebec

Lloyd, Trevor
Department of Geography
McGill University,
MONTREAL, Quebec

Moore, T.
Department of Geography
McGill University,
MONTREAL, Quebec

Muller, Fritz
Department of Geography
McGill University,
MONTREAL, Quebec

Nicholson, F.
Department of Geography
McGill University,
MONTREAL, Quebec

Oechel, W.C.
Department of Biology
McGill University,
MONTREAL, Quebec

Orvig, Sven
Department of Meteorology
McGill University,
MONTREAL, Quebec

Parry, J.T.
Department of Geography
McGill University,
MONTREAL, Quebec

Pounder, E.
Department of Physics
McGill University,
MONTREAL, Quebec

Salisbury, R.
Department of Anthropology
McGill University,
MONTREAL, Quebec

Wilson, R.
Department of Geography
McGill University,
MONTREAL, Quebec

MCMASTER UNIVERSITY

Edward, S.
McMaster University,
HAMILTON, Ontario

Freeman, Milton
Department of Anthropology
McMaster University,
HAMILTON, Ontario

McCann, S.B.
Department of Geography
McMaster University,
HAMILTON, Ontario

Preston, Richard
Department of Anthropology
McMaster University,
HAMILTON, Ontario

Slobodin, Richard
Department of Anthropology
McMaster University,
HAMILTON, Ontario

MEMORIAL UNIVERSITY

Andersen, Raoul
Department of Anthropology
and Sociology
Memorial University,
ST. JOHN'S, Newfoundland

Briggs, Jean (Ms)
Department of Anthropology
and Sociology
Memorial University,
ST. JOHN'S, Newfoundland

Hewson, John
Department of Linguistics
Memorial University,
ST. JOHN'S, Newfoundland

Smith, L.R.
Department of Linguistics
Memorial University,
ST. JOHN'S, Newfoundland

Williamson, Tony
Extension Department
Memorial University,
ST. JOHN'S, Newfoundland

UNIVERSITE DE MONTREAL

Lefebrve, Gilles
Departement de Linguistique
Universite de Montreal,
MONTREAL, Quebec

Savard, Remy
Groupe de Recherches Nordiques
Universite de Montreal,
MONTREAL, Quebec

LOYOLA COLLEGE

Valaskakis, G.
Department of Native Studies
Loyola College,
MONTREAL, Quebec

UNIVERSITY OF OTTAWA

Arima, Euge Y.
396 Holland Avenue
OTTAWA, Ontario

Chenail, J.
Department of Linguistics
University of Ottawa,
OTTAWA, Ontario

Hofmann, R.
Department Linguistics
University of Ottawa,
OTTAWA, Ontario

Smith, Derek
Department of Anthropology
University of Ottawa,
OTTAWA, Ontario

Uviluq, M. (Ms)
Department of Linguistics
University of Ottawa,
OTTAWA, Ontario

Vaillancourt, L.P.
Department of Linguistics
University of Ottawa,
OTTAWA, Ontario

SAINT PAUL UNIVERSITY

Patry, Marcel
St. Paul University,
223 Main Street
OTTAWA, Ontario

QUEBEC A CHICOUTIMI

Archambault, Guy
Sciences de la Terre
Universite du Quebec,
CHICOUTIMI, Quebec

Cooter, David E.
Etudes Amerindiennes
Universite du Quebec,
CHICOUTIMI, Quebec

Guha, Jayanta
Sciences de la Terre
Universite du Quebec,
CHICOUTIMI, Quebec

Larrivee, M.
Biologi[illegible] Marine
Universite du Quebec
CHICOUTIMI, Quebec

Nagy, Adam
Sciences de la Terre
Universite du Quebec,
CHICOUTIMI, Quebec

Roy, Denis
Sciences de la Terre
Universite du Quebec,
CHICOUTIMI, Quebec

Stempf, Arthur
Sciences de la Terre
Universite du Quebec,
CHICOUTIMI, Quebec

QUEEN'S UNIVERSITY

Beal, J.
Department of Electrical Engineering
Queen's University,
KINGSTON, Ontario

Berry, J.W.
Department of Psychology
Queen's University,
KINGSTON, Ontario

Bryans, A.M.
Department of Pediatrics
Queen's University,
KINGSTON, Ontario

Dawson, G.E.
Department of Electrical Engineering
Queen's University,
KINGSTON, Ontario

Delaye
Department of Pediatrics
Queen's University,
KINGSTON, Ontario

Franks, C.E.S.
Department of Political Studies
Queen's University,
KINGSTON, Ontario

Herman, K.
Department of Sociology
Queen's University,
KINGSTON, Ontario

Holden, D.
Department of Anthropology
Queen's University,
KINGSTON, Ontario

McKirdy, J.G.M.
School of Business
Queen's University,
KINGSTON, Ontario

McLane, P.J.
Department of Electrical
Engineering
Queen's University,
KINGSTON, Ontario

Ørvik, N.
Department of Political
Studies
Queen's University,
KINGSTON, Ontario

Tavares, S.E.
Department of Electrical
Engineering
Queen's University,
KINGSTON, Ontario

UNIVERSITY OF SASKATCHEWAN (REGINA)

Stalwick, H.
School of Social Work,
University of Saskatchewan,
REGINA, Saskatchewan

UNIVERSITY OF SASKATCHEWAN (SASKATOON)

Adams, Howard
Educational Foundations
University of Saskatchewan,
SASKATOON, Sask.

Barr, W.
Department of Geography
University of Saskatchewan,
SASKATOON, Saskatchewan

Blue, Art
College of Education
University of Saskatchewan,
SASKATOON, Saskatchewan

Bone, R.M.
Department of Geography
University of Saskatchewan,
SASKATOON, Saskatchewan

Dorgan, J.
Registrar's Office
University of Saskatchewan,
SASKATOON, Saskatchewan

Faris, Ron
Extension Division
University of Saskatchewan,
SASKATOON, Saskatchewan

Goodwill, Ken
Saskatchewan Indian Cultural College
1402 Quebec Avenue,
SASKATOON, Saskatchewan

Kupsch, W.O.
Institute for Northern Studies
University of Saskatchewan,
SASKATOON, Saskatchewan

McCleary, C.H.
Extension Division
University of Saskatchewan,
SASKATOON, Saskatchewan

McConnell, J.G.
Department of Geography
University of Saskatchewan,
SASKATOON, Saskatchewan

Messer, Wayne
College of Education
University of Saskatchewan,
SASKATOON, Saskatchewan

Renaud, A.
Indian Education Program
College of Education
University of Saskatchewan,
SASKATOON, Saskatchewan

Soonias, Rodney
Saskatchewan Indian Cultural
College
1402 Quebec Avenue
SASKATOON, Saskatchewan

Williamson, R.G.
Institute for Northern Studies
University of Saskatchewan,
SASKATOON, Saskatchewan

UNIVERSITE DE SHERBROOKE

Delva, P.
Medecine Communautaire
Universite de Sherbrooke,
Cite Universitaire,
SHERBROOKE, Quebec

Denhez, J.
Medecine Communautaire
Universite de Sherbrooke,
Cite Universitaire,
SHERBROOKE, Quebec

SIMON FRASER UNIVERSITY

Koroscil, P.R.
Department of Geography
Simon Fraser University,
BURNABY, British Columbia

UNIVERSITY OF TORONTO

Collinge, N.E.
Centre for Linguistic Studies
University of Toronto,
TORONTO, Ontario

Dunning, R.W.
Department of Anthropology
University of Toronto,
TORONTO, Ontario

Francis, Karl
Department of Geography
University of Toronto,
TORONTO, Ontario

Hughes, I.
Department of Anthropology
University of Toronto,
TORONTO, Ontario

Katz, Morton
Planning and Architecture
University of Toronto,
TORONTO, Ontario

Kaye, J.
Centre for Linguistic Studies
University of Toronto,
TORONTO, Ontario

TRENT UNIVERSITY

Adams, Peter
Department of Geography
Trent University,
PETERBOROUGH, Ontario

Currie, Walter
Indian and Eskimo Studies Program
Trent University,
PETERBOROUGH, Ontario

Wilson, Allan
Department of Canadian Studies
Trent University,
PETERBOROUGH, Ontario

UNIVERSITY OF VICTORIA (B.C.)

Forward, Charles
Department of Geography
University of Victoria,
VICTORIA, British Columbia

King, Richard A.
College of Education
University of Victoria,
VICTORIA, British Columbia

Lane, R.
Department of Anthropology
University of Victoria,
VICTORIA, British Columbia

Mitchell, D.
Department of Anthropology
University of Victoria,
VICTORIA, British Columbia

O'Grady, Geoffrey
Department of Linguistics
University of Victoria,
VICTORIA, British Columbia

Stearns, M.
Department of Anthropology
University of Victoria,
VICTORIA, British Columbia

Stevenson, David
Department of Anthropology
University of Victoria,
VICTORIA, British Columbia

Warkentyne, Henry J.
Department of Linguistics
University of Victoria,
VICTORIA, British Columbia

Wyatts, D.
Department of Anthropology
University of Victoria,
VICTORIA, British Columbia

UNIVERSITY OF WATERLOO

Nash, Peter H.
Division of Environmental Studies
University of Waterloo,
WATERLOO, Ontario

Schiefer, K.
Department of Biology
University of Waterloo
WATERLOO, Ontario

Smith, S.
Department of Biology
University of Waterloo,
WATERLOO, Ontario

Theberge, J.B.
Department of Man-Environment Studies
University of Waterloo,
WATERLOO, Ontario

Weaver, Sally (Ms)
Department of Anthropology
University of Waterloo,
WATERLOO, Ontario

WATERLOO LUTHERAN UNIVERSITY

Wagner, Norman
School of Religion and Culture
Waterloo Lutheran University,
WATERLOO, Ontario

UNIVERSITY OF WESTERN ONTARIO

Denny, Peter
Northern Education Committee
University of Western Ontario,
LONDON, Ontario

Guemple, Lee
Northern Education Committee
University of Western Ontario,
LONDON, Ontario

Hart, J.
Department of Computer Science
University of Western Ontario,
LONDON, Ontario

McGuinness, J.
Department of Zoology
University of Western Ontario,
LONDON, Ontario

Simpson, Don
Northern Education Committee
University of Western Ontario,
LONDON, Ontario

Wien, I.
Department of Sociology
University of Western Ontario,
LONDON, Ontario

Zaslow, M.
Department of History
University of Western Ontario,
LONDON, Ontario

UNIVERSITY OF WINDSOR

Seale, Ronald G.
Department of Geography
University of Windsor
WINDSOR, Ontario

UNIVERSITY OF WINNIPEG

Mallory, O.
Department of Archaeology
University of Winnipeg,
WINNIPEG, Manitoba

Minnis, M.R.
Continuing Education
University of Winnipeg,
WINNIPEG, Manitoba

Pincock, J.
Assistant to the President
University of Winnipeg,
WINNIPEG, Manitoba

Steinburg, J.H.
Department of Anthropology
University of Winnipeg,
WINNIPEG, Manitoba

YORK UNIVERSITY

Ray, Arthur
York University,
4700 Keele Street
DOWNSVIEW, Ontario

Slater, David W.
York University,
4700 Keele Street
DOWNSVIEW, Ontario

OTHERS

ASSOCIATION CANADIENNE DES ECOLES DE SERVICE SOCIAL

Mathieu, Marguerite (Ms)
ACESS
151 Slater Street
OTTAWA, Ontario

ALGOMA COLLEGE

Haller, Al
Geography Department
Algoma College
SAULT STE. MARIE, Ontario

ARCTIC INSTITUTE OF NORTH AMERICA

Gourdeau, Eric
Arctic Institute of North America
3458 Redpath Street
MONTREAL, Quebec

Love, Herbert
Arctic Institute of North America
2222 Tower A
Place de Ville
OTTAWA, Ontario

ASSOCIATION OF CANADIAN MEDICAL COLLEGES

Grainger, Robert
Association of Canadian Medical Colleges
151 Slater Street
OTTAWA, Ontario

ASSOCIATION OF UNIVERSITIES AND COLLEGES OF CANADA

Waines, W.J.
AUCC
151 Slater Street
OTTAWA, Ontario

DALHOUSIE UNIVERSITY

Clairmont, D.H.
Department of Sociology and Anthropology
Dalhousie University
HALIFAX, Nova Scotia

INDIAN-ESKIMO ASSOCIATION

Clark, Allan
Inuit-Taparsat of Canada
277 Victoria
TORONTO, Ontario

NATIVE NORTH AMERICAN STUDIES INSTITUTE

Craig, William G.
Native North American Studies Institute
2050 Boulevard de Maisonneuve O.
Ste. 202, La Renaissance Bldg.
MONTREAL, Quebec

ROYAL MILITARY COLLEGE OF CANADA

Lye, W.K.
Royal Military College of Canada
KINGSTON, Ontario

SAINT FRANCIS XAVIER UNIVERSITY

Lotz, J.
Coady International Institute
Saint Francis Xavier University
ANTIGONISH, Nova Scotia

MacNeil, Teresa (Ms)
Department of Adult Education
Saint Francis Xavier University,
ANTIGONISH, Nova Scotia

Toptchy, G.E.
Extension Department
Saint Francis Xavier University
ANTIGONISH, Nova Scotia

UNIVERSITE DU QUEBEC A MONTREAL

Dugas, A.
Department of Linguistics
Universite du Quebec
Rue Sherbrooke Est.
MONTREAL, Quebec

Tasse, Gilles
Departement de Pedagogie Artistique
Universite du Quebec
Rue Sherbrooke Est.
MONTREAL, Quebec